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ABSTRACT

Written by members of a consulting team engaged to evaluate a school district's kindergarten program and make recommendations for the future, this report chronicles the district's progress in coming to more fully understand goals and problems related to kindergarten education. Specifically, the report presents the evaluation team's examination of conflicting claims, views, and assertions concerning the kindergarten program. Section I provides a brief description of the team's visit to the community, as well as summaries of information obtained from parents, school board members, central district staff, teachers, and principals. Section II addresses questions put to the team to guide the evaluation--questions that concerned developmental readiness, optional and regular kindergarten programs, and needed changes. Section III discusses particular issues the team wished to highlight: (1) the practice of "red-shirting," or parental withholding of 6-year-old children from first grade; (2) community competitiveness and parents' concern with their children "making it"; (3) curriculum issues, particularly the importance of appropriate methods of instruction; and (4) the cycle of blame allocation among the interested groups, which was considered irrelevant, potentially harmful, and capable of undermining efforts to solve the district's problems. Appended are a nearly verbatim record of participants' comments and an extensive ERIC Ready Search of 1985 and 1986 journal articles and documents about kindergarten and kindergarten children. (RH)

A Place Called Kindergarten

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A PLACE CALLED KINDERGARTEN

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NOTE

In this report, the settings, descriptions, findings, and recommendations are factual although the name of the community and all of the participants have been changed to protect the community in which the evaluation was conducted. The issues discussed, however, are not bound by a particular school or community but are very likely universal.

L.G.K.

J.D.R.

R.T.T.

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INTRODUCTION

The founders of kindergarten envisioned it as a special place for the nurturance and guidance of the young child's spontaneous impulse to learn (Rudolph and Cohen, 1984). Since the first American kindergarten opened its doors more than a century ago, disagreements about goals and methods have been common. Once again, in the 1980s, the role and functions kindergarten have become a subject of sharp conflict and controversy in many communities.

This report chronicles a school district's progress in coming to more fully understand the goals and problems related to kindergarten. The authors were invited to serve as a consulting team to evaluate the district's kindergarten program and make recommendations for the future.

The purpose of this report is to present the evaluation team's examination of the conflicting claims, views, and assertions concerning the kindergarten in the Morrison Valley Community School District. In the course of our examination several groups were heard: some of the parents, teachers, principals, district central office staff, and the school board members to whom this report is addressed. But the group which has the most at stake in the deliberations and decisions of these groups is the children of Morrison Valley. Inasmuch as there is no designated representative of ALL of the children who now or in the future will participate in elementary schooling in Morrison Valley, the team chose to interpret its findings and present its recommendations on behalf of the children.

Overview of the Report

This report is presented in four sections. Section I is a brief description of the team's visit to Morrison Valley, followed by summaries of the information obtained from each of the groups with whom the team met. Section II takes up the questions that Dr. Mack, Director of Curriculum for the district, put to the team to guide the evaluation. Section III is a discussion of the particular issues the team wishes to highlight, and Section IV presents the team's recommendations.

Brief Narrative of the Visit

October 2nd, 1984 . The team visited Morrison Valley October 2 to 5, 1984. On the afternoon of October 2, the team met with Dr. Mack at the Morrison Valley Community Schools district office for a briefing on the plans for the visit. At that time the team also met Dr. Masonberg, Dr. Andersen, Dr. Eastermoreland, and Mrs. Moore. Inspection of various student record materials was followed by preliminary discussion of some of the issues to be taken up by the team. A group of approximately 48 parents* participated in an evening meeting with the team.

*The number is imprecise because not all present were parents.

Parents were encouraged to express their concerns about the district's kindergarten program.

October 3rd, 1984. This day began with a meeting of all the district's kindergarten teachers, including the two optional kindergarten teachers, during which their concerns about the district's kindergarten programs were heard. The team then met with the elementary school principals to obtain their views of the kindergarten programs in their schools and in the district. This meeting was followed by an inspection of pertinent school records, curriculum guides, and by further discussion with district central office staff. During the afternoon the team dispersed into three of the elementary schools to visit two optional kindergarten classes, and all the regular kindergarten, first, and second grade classes. In the evening the team attended a meeting with the school board to learn its concerns and views of the district's kindergarten, optional kindergarten, and screening programs.

October 4th, 1984. The morning began with a meeting attended by representatives of the district's first grade teachers from whom the team sought expressions of concerns and views of the kindergarten programs.

The team then dispersed into three more schools for additional visits in the optional kindergarten, kindergarten, first and second grade classes. During the afternoon there were more visits to schools to add to the picture of relevant issues. In addition, Professors Katz and Raths visited Lincoln North and Ford East kindergarten and optional

kindergarten classes together to check perceptions of events. The team members then returned to the district office for more discussion with some members of the district central office staff.

October 5th, 1984. During the morning the team met with Dr. Benjamin Farley of Augsburger University to discuss the history and the rationale of the screening procedures used for assignment to the optional kindergarten.

This meeting was followed by an exit interview with the district staff that ended at about 11:00 a.m. when the team departed for home.

Overall Impressions

Because of the nature of our task, we must perforce focus this report on problem areas, on contentious issues and on alleged short-comings associated with the kindergarten programs in the district. This emphasis belies our general impressions of the district and its professional educators. We were most impressed with the thoughtfulness of the teachers, principals, and parents with whom we came into contact, and the earnestness with which they pursued the problems under study. We also recognized the solid evidence manifest in the schools of the rich support the community has given to the schools, and the innovative and professional uses to which those resources have been put by well trained, committed educators.

In sum, we were impressed with the district, with its community, and with its professionals. The community can be justly proud of its school system. As we proceed to dwell on some issues and problems found in the district, it is important to place our concerns, questions, observations, and comments in this larger positive context.

I. WHAT WE LEARNED: INTERVIEWS, OBSERVATIONS, AND MEETINGS

This section presents what we learned as we listened to the groups of parents, school board members, central district staff members, teachers, and principals.* This presentation does not include interpretations of what we heard: rather it is an account of what we think the members of the various groups said to us when we asked them what they saw as the important issues, problems, and potential solutions for the kindergarten program of the Morrison Valley Community Schools. The comments of the various groups indicate a wide variety of concerns, many of which were shared by all groups with whom we met. They are summarized below.

Screening

Both the district central office staff and the school board seemed to be positive about the screening process. One member of the district central office staff felt that the screening was appropriate because there were observable differences between children in kindergarten and the optional kindergarten. One member of the school board claimed that the screening satisfied a legitimate need in the community which derived from the perception that the regular kindergarten was not sufficiently flexible to accommodate all children. Nevertheless many expressed concerns about the adequacy and length of the test, the competence of

*A more detailed account is found in Appendix A.

the testers, the failure to include social-emotional readiness criteria, and the opinions of parents and preschool teachers in judging readiness for kindergarten.

Some parents indicated that they also wanted an appeal procedure to deal with cases in which the screening results seemed inaccurate.

Among the suggestions mentioned were (a) offering a range of programs and no screening, and (b) screening all children and offering optional kindergarten the first half of the day and regular kindergarten the second half. In the latter case, if indicated by the results of the screening, children would stay for the second half.

Optional Kindergarten

Most comments reflected satisfaction with the optional kindergarten as it was then operated. The district central office staff, the school board, the principals, and the participative parents of enrolled children, all expressed satisfaction with the optional kindergarten program. At least one kindergarten teacher expressed whole-hearted support for the program. Only one school board member questioned whether or not the optional kindergarten was doing what it should. One principal suggested that among parents there may be some stigma associated with having their children enrolled in optional kindergarten.

Parents' concerns about the implications of the optional kindergarten program focused on (a) the cost of busing children to the optional kindergarten, and (b) starting children in kindergarten at ages six

and seven if they attended the optional kindergarten. Kindergarten teachers, however, indicated that having older children in the kindergarten was not the result of the optional kindergarten, but due to the variability with which parents enter their children. Their concerns focused on the transition from optional kindergarten and kindergarten and the need for optional kindergarten to be available to all children regardless of screening results. The school board focused on improving public understanding of the optional kindergarten and its effects on children's experiences in later grades.

Kindergarten

Concerns about kindergarten fell into three categories: (1) curriculum, (2) teachers, and (3) structure.

Curriculum. At least one member of the central district staff saw the kindergarten program as academically rigorous and as meeting the needs of all children. The written curriculum for the kindergarten, however, was described as addressing children's varying needs and the need for program flexibility. One kindergarten teacher described the guide as structured, that is requiring formal instruction and the use of workbooks.

All groups expressed some concern about the rigor and inflexibility of the regular kindergarten curriculum and the need to define and implement a clearer approach to it. Some parents attributed the excessive rigor to the fact that so many kindergarteners had already attended preschool--some for two years. Others were apprehensive

about the pressure on children to be able to read by the end of the kindergarten year. This rigor was seen as appropriate for some children and not for others.

Yet, kindergarten teachers felt pressure to cover all subject areas. With respect to reading they expressed a variety of concerns about their ability to meet the needs of children who could already read, and for first-graders who were automatically placed in "low" groups if they were not ready to read. One first grade teacher indicated a need for a program for early readers in kindergarten. And at least one principal recognized kindergarten teachers' frustration over not knowing what to do with the early readers.

Finally, one kindergarten teacher described the dilemma as that of emphasis on the whole child versus on workbooks. There was some recognition of the need to know the right way, and at the same time, realization that there is no one right way to teach kindergarten.

Other groups we met suggested changes including: (a) optional kindergarten as part of the regular kindergarten; (b) admit all children to kindergarten by age and offer a transitional year between kindergarten and first grade for those children having difficulty; (c) fewer workbooks required by the district, (d) a longer kindergarten day; and (e) more space and time for physical education.

Teachers. Although one kindergarten teacher described her approach as that of building a total child, and one first grade teacher felt that

the kindergarten teachers were doing well in their half-day programs, the overwhelming majority of comments about the kindergarten teachers focused on their variability. Of particular concern to various groups was the tendency among the kindergarten teachers to attribute childrens' school difficulties to age. The central district staff was concerned with the way in which the kindergarten curriculum was being implemented, and with specifically identifying staff development needs. Parents wanted teachers to be more responsive to the children, working with them in needed areas. Some felt that kindergarten teachers wanted homogeneous groups of students to make teaching easier.

Suggestions for improving the situation included: (a) giving the kindergarten staff a chance to learn new teaching techniques, (b) requiring early childhood certification for all kindergarten teachers, (c) asking teachers not to attribute children's school difficulties to their age, and (d) getting the kindergarten teachers together to develop a shared philosophy.

Structure. The central district staff, parents, and principals recognized, however, that some of the kindergarten teacher difficulties might be due to their classes being too large. The teachers reported that their class sizes as ranged from 26 to 28 students. (The data supplied by the central office staff indicated the range of class size in December 1984 for kindergarten was 18 to 26 with a mean of 22.7.) The suggestions we heard included reducing class size and having full-time teacher aides in the kindergarten classes.

First Grade

Most of what we heard about the first grade concerned children's preparation for it and their ability to function adequately in it. The kindergarten teachers described pressure they felt to prepare children for a very structured first grade. Principals indicated that some first grade teachers felt that children should be reading before they entered first grade.

The first grade teachers themselves expressed concern about (a) not all children being prepared with their letters and sounds, (b) the variability in age and abilities of children, and (c) the day being too short to meet all students' needs. Moreover, they described difficulties with "immature" first graders, such as tearfulness and demands for more teacher time.

The principals, on the other hand, expressed concern about first grade teachers' apparent unwillingness to recognize and accept the same degree of variability among children when they enter as when they finish the grade. Finally, school board members expressed concern about ability grouping and the children's awareness of the groups they are in.

Suggestions for changes included (a) increasing first grade teachers' awareness of what is covered in kindergarten, (b) encouraging first grade teachers to have a more developmental perspective, and (c)

recommending more strongly the retention in grade to parents of kindergarteners.

Parents

Comments describing the district's parents had at least two sides. First, the intense academic "push" in the community was consistently attributed to the parents. For instance, first grade teachers felt pressure to be academically rigorous because parents (and the district) felt that everyone should be above average. The board described the district as competitive, but satisfactory to most parents. Related to this issue was the district central office staff's concern over the systematic red-shirting.

In contrast to this picture, however, the central district staff, the kindergarten teachers, and the principals cited variability among the parents in their perspectives. They also expressed frustration in trying to meet the needs/demands of a diverse group. Kindergarten teachers felt that they could not win, with some parents saying that the optional kindergarten looks too much like preschool, and others saying that the kindergarten is too structured. Similarly, although some parents were described as perceiving assignment to the optional kindergarten program as a stigma, those whose children were enrolled in it were described as pleased with it.

The parents were also described as lacking understanding about the concept of developmental readiness and the screening procedures.

Although at least one kindergarten teacher felt that the district was not responsible for misinformation among the parents, a member of the school board felt that there should be better communication with parents about the issues. Moreover, parents themselves suggested that the district should communicate with them more to allay parents' fears.

In at least two instances it was suggested that parents had exacerbated the problems of the kindergarten by talking among themselves. One school board member expressed concern about the effects on children of parents still complaining about their bad experiences with the Gesell screening. Finally, both a board member and a first grade teacher raised the issue of parental expectations being too high.

School District

As indicated above, attributions of pushing for academic achievement were not confined to the parents. The school district itself, as a whole, was described as a pressure-cooker and fast-paced. In this vein it was suggested that the district (1) did not want variety among the students, and (2) unofficially encouraged holding children out of the structured kindergarten program. Moreover, the central district staff expressed concern about whether the curriculum met the community's demands for achievement and high test scores.

Stress

Stress among parents and children was of concern to both parents and the school board. Parents mentioned excessive comparisons among children, and the need to reduce stress among themselves. The school board was concerned about children being affected by the emotions of their parents in the struggle for success, and for parents who move from a school area because of too much academic pressure.

Overall Curriculum

Finally, concerns were expressed about the implications of the issues addressed here for the rest of the curriculum. Principals posed questions about coordinating progress levels for the optional kindergarten, kindergarten, and the rest of the elementary grades, and for using different approaches to meeting district objectives. Both parents and the school board were concerned about the long range consequences of red-shirting, and children being too old for their grade level. The school board suggested that there was too much segregation of students by ability, too soon.

II. WHAT WE THINK: RESPONSES TO DR. MACK'S QUESTIONS

This section of our report presents responses to the five principal questions Dr. Mack asked us to address. When first received, the questions seemed complex, confusing, and difficult. While they remain complex and difficult, our experiences in Morrison Valley brought them into sharp relief and heightened the challenge they presented to us from the outset.

Developmental Readiness

1. Is the idea of developmental readiness a valid concept? Can developmental readiness be accurately and reliably measured? Do we use appropriate instruments and procedures to identify children who are not ready for school?

The concept of developmental readiness in the psychological literature is associated with maturation issues, and in particular to those concerned with the physical development of the child (Gordon, 1982). Whether it is appropriate to generalize the concept of readiness from physical to other aspects of development remains a matter of controversy. Psychologists disagree concerning the extent to which the competences required for successful participation in school life are a function of maturation (the nativists), environmental influences (environmentalists), or the interaction between those two developmental factors (cognitive-developmentalists). As Gordon puts it

> The nativists assume that readiness is principally a biological function and one must wait for the appropriate chronological period before the organism is ready for any given activity. The environmentalists assume that readiness is largely a result of matching reinforcement contingencies with the needs of the organism, although they also realize that one cannot expect individuals to perform certain physical acts if they are insufficiently prepared biologically. The cognitive-developmentalists assume that if the genetic and environmental conditions are appropriate, children will be ready to perform provided the children also perceive the situation appropriately (Gordon, 1982, p. 1532).

It is our judgment, however, that it is useful to distinguish between the concept as it is defined and operationalized in the research literature and the way it is understood and implemented in the Morrison Valley Community Schools. As with so many important ideas, while the theory is potentially useful, its application may be flawed.

The notion that children develop at different rates, that even within a child, some aspects of development may lag behind others and then spurt ahead, seems well documented. Educators have used this concept to account, in part, for the fact that some children seem to learn to read with alacrity and almost effortlessly, while others struggle or even resist.

Clearly the concept of developmental readiness is one explanation for such observations, but of course there are a number of others. It is important for educators to remain aware of how the concept of developmental readiness is being used as an explanation for such differences in childrens' responses to school. Examples of other explanations include differences in childrens' abilities, motivations,

interests, and the degree of match between the cognitive styles of the teacher and the pupil. It is important to be aware of the fact that no single explanation accounts for all the variance in childrens' reactions to the challenges provided by the school.

Furthermore, the concept of readiness begs the question of just what the child is ready for. The correct use of the concept of developmental readiness is antithetical to requiring that the children "fit the curriculum." On the contrary, adherence to the concept implies a willingness to adapt the curriculum to the "readiness" the children bring to the school with them. Of course, in practice there are limits to the adaptability of a curriculum; it cannot respond to all of the variations in children's capacities and interests. Some children cannot cope with the requirements of regular programs, and various special education and remedial programs have been developed for precisely that reason. A major question the Morrison Valley Community Schools must address is whether the current kindergarten program is too demanding for a significant portion of children who are age-eligible for entrance. (This question is addressed in the third part of this section under the heading "Regular Kindergarten.") In what follows, we pose further questions about the concept of developmental readiness. Our responses, in the main, address the application of this concept to the Morrison Valley Community Schools.

1a. What is the relationship between developmental readiness and chronological age?

As we listened to parents, teachers, principals, and school board discussions, we were impressed with the frequent references to the ages of the kindergarten students, often calibrated in weeks or days, and not simply in years or months! It was almost as though parents and school personnel believed that a child born on August 9, 1979 had particular characteristics that would not be evident in a child born on July 20, 1979. The confusions between chronological age and developmental readiness seemed to subvert the usefulness of the latter concept. After all, if the two concepts--chronological age and developmental age--were identical, there would be no need to test the children to ascertain their stages of readiness.

1b. What is the relationship between developmental readiness and the sex of the pupil?

Almost all of those involved in the Morrison Valley kindergarten scene seemed ready to assume that boys develop at slower rates than girls. This belief went for the most part unchallenged, and even the consultant to the board subscribed to this position. It is difficult to know how sexist this position is, how sexist the measures are, or the extent to which the interpretations of childrens' behaviors in schools are sexist. It should be noted that while differences in behaviors and learning of boys and girls are often observed, the evidence strongly suggests that such differences are likely to be the consequences of reactions to the stereotyping and expectations of parents and teachers (see Carpenter, 1983). The weight of the evidence is that the differences in readiness between boys and girls are learned from adults' expectations of and responses to them, rather than being entirely

inherent in their biological or psychological make-up. As Huston (1983) points out:

> In the studies with large samples reviewed by Maccoby and Jacklin (1974), sex accounted for about 1% to 2% of the variance in reading performance (Huston, 1983, p. 405).

We were impressed that teachers seemed to equate "lack of readiness" with inability to "sit still" for long periods. The latter was typically attributed to boys.

1c. What is the distinction between the categories "needs to improve" and "needs time to develop" used on the Morrison Valley Community Schools' Kindergarten Progress Report?

One apparent attempt to apply the concept of developmental readiness to the assessment of children's progress in kindergarten is found in the ratings of N or T on the Kindergarten Progress Report. We attempted to obtain a policy statement that differentiated the two judgments, but without success. We queried a number of teachers, in groups and individually, seeking the basis upon which those two judgments were rendered. Not only was no consensus found, but a great deal of confusion was apparent. We interpreted the confusion here as another indicator of the problems inherent in applying the concept of readiness to practical school problems.

1d. Can developmental readiness be assessed?

We have no evidence which speaks to the reliability or the validity of the particular instruments used as a screening procedure to assess readiness in Morrison Valley.* On the face of it, the instruments seem likely to provide interesting and helpful information to parents; on the other hand, it is extremely unlikely that anyone could judge that a particular child is either ready or not ready for school solely on the basis of his or her performance on this screening procedure.

We examined the testing instruments and the scoring used to give parents advice about their children's state of developmental readiness. From an analytical point of view, we saw some problems both with the items and how they were scored. However, our concerns would be alleviated if careful studies of the psychometric properties of the screening procedures were available. How reliable are they? How well do they predict behavior in kindergarten? How many false positives or false negatives can be expected with the procedures? As far as we know, there are no data available at present to answer these questions. We are reasonably confident in our judgment, indicated earlier in this section, that since the concept of developmental readiness is based firmly on the assumption that development is continuous and progresses unevenly across many different aspects of growth such as cognition, social competence, self-confidence, etc., it is probably unwise and

*See Note p. 56.

inappropriate to use a single measure--ANY SINGLE MEASURE--as a basis for deciding whether or not a child is ready for school. It should be added that apparently the Morrison Valley Community Schools did not intend that the screening program would take the place of parents' own reasoned judgments. The district policy was to use test results as one of the factors considered in making a judgment about placement. Parents seemed to take the same position.

In sum, while we think the concept of developmental readiness is useful in the context of planning and implementing a kindergarten program, its application in the Morrison Valley Community Schools has been problematic. Furthermore, while there are instruments available which are helpful in understanding the current developmental status of children, no one instrument is sufficiently accurate to use as a basis for a significant decision about a particular child.

Optional Kindergarten

2. Is an optional program necessary or can the needs of all children who are chronologically ready for kindergarten be met within the regular kindergarten program? What happens in later grades to students who catch up or to those who are older than their peers?

Although it may not be helpful, the only answer we can give to the first part of this question is "it depends." If the regular kindergarten curriculum is defined in such a way that it caters to the needs of a

select few or excludes a large minority, then of course an optional program is needed. Further, if kindergarten teachers are convinced that children must become ready for kindergarten, rather than taking the view that programs must accommodate to the varied needs, interests and abilities of students, then again, optional programs are probably necessary. The question is one of balance.

All of this is not to say that ALL children chronologically eligible for kindergarten can benefit from its program, no matter how accommodating it is. Policy suggested above, is mandated by Public Law 94-142 which calls for procedures that provide for children who are not likely to benefit from regular programs.

We are convinced that the long-term effects from delaying some children for a year or more through the implementation of an optional kindergarten program can be staggering. Several reasons underlie our concerns.

First, because the public school system builds into its program a certain amount of curricular dependency from one grade to the next, it is extremely difficult to skip grades, especially in the upper levels of the elementary school. While some gifted students can manage to skip grades, it is highly unlikely that children held back at the age of four or five for not having the approprate levels of readiness will ever be seen as ready to skip grades later in the elementary years.

Second, while there are dramatic differences among children of various ages, and also within various age groups, the differences are perhaps most pronounced in middle school and junior high school. The delaying of a significant number of children at age five is likely to create difficult and important problems when the cohort age group reaches middle school ages, especially if the majority of those delayed are boys. It should be emphasized here that thus far our team has no data to support the validity of this prediction; it is based in large measure on our experiences with the schools in our own state and elsewhere. If the optional kindergarten program is maintained, it would be important to keep careful records to examine the concerns reflected in these cautious predictions.

Regular Kindergarten

3. Is our regular kindergarten program too rigorous, too academic or too stress producing? When should children begin formal reading, etc.?

4. Does our regular kindergarten program provide a challenge for advanced students? Does this program give children the skills they need to succeed in later grades?

We have chosen to address these questions 3 and 4 together. In doing so, we wish to point out that our reponses are based on one very short visit to the Morrison Valley community, and that we were in the classrooms observing the children, the teachers, and the implementation of the programs very briefly. Thus, the judgments and observations herein discussed are tentative.

Given this qualification, we feel reasonably confident in saying that we saw little evidence of stress in the kindergarten and first grade classrooms we visited. Children did not appear at risk emotionally from excessive stress. Teachers seemed very caring of students and accepting of their efforts.

Second, on the basis of our experiences in many schools around the country, those we observed in Morrison Valley rank among the best on all criteria. We were impressed with the obvious caring, concern, and conscientiousness of virtually everyone we met. It showed in many ways in the halls and classrooms we visited. However, even in our best schools, some concern about intellectual climate is warranted, and the Morrison Valley Community Schools are no exception.

When people speak of a curriculum as academic they often intend to convey the idea that it is intellectually demanding. It is useful to distinguish between academic and intellectual rigor. Academic rigor refers to strong emphasis on completion of school-like tasks, exercises, grade level achievement, grades and test scores, following instructions and meeting requirements, conforming to procedures and conduct necessary to succeed in the academy and to fulfill its institutional requirements. Academic also suggests being out-of-touch and abstract. In contrast, intellectual rigor refers to characteristics of the life of the mind and its earnest quest for understanding, insight, knowledge, truth, solving intellectual puzzles, and the like. The kindergarten programs we saw could be characterized as academic more appropriately

than as intellectual in emphasis. In our all-too-brief visits in classrooms we saw rather academic tasks presented to children in a context that required them to sit passively in large groups at desks most of the time. We came away with the impression that the kindergartens reflected a rather narrow view of what the program might be, or of what capacities in the children could be challenged by the curriculum. An intellectually demanding program for young children would engage them in the activities of inquiring, exploring, making and building things of interest, comparing, testing ideas, collecting information, synthesizing the results of their inquiries and summarizing their observations.

A third observation was that the children in kindergarten were tested a great deal. Aides were seen administering tests, and the work of children was assiduously graded and recorded. However, we saw very little instruction taking place. Children rarely were encouraged or coached to think about the responses they were giving to the workbook questions or the test items.

A fourth observation was that the curriculum was largely de-contextualized. That is, children were not directed often enough to deal with artifacts, with objects they could touch, manipulate, or inquire about. For example, a task in a puzzle format had children choosing which bead to add to a string of beads; but, there were no beads and no string of beads for them to examine directly. Instead, there were only pictures of beads and the puzzle was presented in a multiple-choice format. A number of classrooms were studying

caterpillars during our visit, and yet the children had a chance to observe real caterpillars in only a few of the classrooms. Instead, teachers had drawings or pictures of caterpillars or asked children to make facsimilies of caterpillars as an art project. A wide range of intellectually engaging activities related to caterpillars was overlooked. Such activities have been known to educators for several generations!

Finally, in so many of the classrooms, including the first grades, children were involved in using crayons to color pictures while the teacher was busy with other children in small instructional groups. While some coloring is useful and possibly important, it was our judgment that because there was so much of this kind of activity, to characterize these classes as too academic, or too stressful, or to say that they were sufficiently intellectually stimulating was inappropriate.

Needed Changes

5. Will changes be necessary in our kindergarten and other primary grade programs as a result of the new optional kindergarten program?

If the decision is made to keep the optional kindergarten program, then it would seem important to provide ways in which students could progress from optional kindergarten to first grade without giving up a year. To succeed in this effort, it is likely that the curriculum in optional kindergarten might have to be changed slightly, and that aides should be provided to first grade teachers so that they might be in a better position to accommodate some children coming into first grade directly from optional kindergarten.

Regardless of whether or not the optional kindergarten is maintained, it is our judgment that the curriculum now offered in the primary grades should be reviewed. We have suggested that the intellectual components of the curriculum should be enhanced and that children need to be encouraged to work with real objects in their school experiences. These themes are elaborated in the recommendations in Section IV.

III. WHAT WE WORRY ABOUT: SPECIAL ISSUES

Red-Shirting

It was evident to us that the red-shirting issue was gaining momentum within the Morrison Valley Community Schools and that it was the kind of problem that, if left unaddressed, could only become intensified with the passage of time. More and more, the data (see for example, Tables 1 and 2 in Appendix C) would support some of the emotional claim that "children are getting older and older in the first grade," and as this rumor is fueled by fact, more and more parents would withhold their six-year-old child from first grade. The growing impact of actions such as these is obvious, and of grave concern. It is our impression that the school board must consider adopting a policy to stem the red-shirting tide. One option is to make it mandatory for all children to be admitted to first grade by a set chronological age.

While such a policy gives the appearance of being insensitive to the differences associated with youngsters of any age, but particularly at this young age, the alternative of permitting parents to decide to withhold their children in order to gain a competitive advantage over other children is likely to have deleterious effects on the school system, and on all the children involved--those who are withheld, and those who are not.

Community Competitiveness

The community served by the Morrison Valley Community School District was characterized by the board and by parents and teachers who spoke to us at various meetings as being comprised mainly of competitive people who are deeply concerned about their children making it, and with the rather objective symbols of success in school--such as grades, test scores, and instructional group assignment. A jocular remark made at the board meeting by an observer suggested that a given school would be thought of as doing well if all of the children in attendance were above average! It might be useful if the school and the school board made various efforts to change this ethos. Adult education, public information programs, and similar interventions in the community could be designed to encourage parents to take a more relaxed and thoughtful approach to the educational needs of their young children.

While working to change the aggressive and competitive nature of the school community, the school board should be wary of proposals for new policies that might enflame or reinforce those views. It is our judgment that whenever policies are suggested that touch on matters of grouping, testing, screening, grading, and other similar areas, the board should be aware of the potential interaction of those policies with the dominant value positions found in the community. Since so many of the children in the Morrison Valley Community Schools are bright, motivated, and apparently destined to succeed, in the traditional sense of completing

college and having rewarding careers, it is a pity to introduce policies that serve essentially elitist purposes. Policies which cater to elitist values place a heavy burden on very able students who are not at the same time gifted, and whose only problem is that they are in classes with children who are even more able and more talented than they are. By working to give emphasis to the general overall quality of excellence found in the district, and less to the need to indulge the wishes and elitist values of very vocal elements, the problems that are reflected in the red-shirting issue might be ameliorated.

Curriculum Issues

As indicated in Section I virtually all of the groups with whom we met expressed serious concerns about the kindergarten curriculum in the district. To a large extent all groups--parents,* teachers, principals, and school board members--seemed to be concerned about the same issues. All of these concerns reflect underlying confusion and doubts about the extent to which the kindergarten curriculum is and should be focussed on academic work. Typically they were expressed in terms of pressure on children for achievement, particularly in the area of reading. It is our impression that, on balance, most of those we met believe that the kindergarten children were under too much academic pressure and that the emphasis on reading was both too soon and too strong. As we listened to each of the groups and observed the

* We only heard the concerns of parents who attended the October 2 meeting and who spoke to us on that occasion.

children in both the regular kindergarten and the optional kindergarten classes, a number of curriculum issues emerged. They are discussed briefly in turn below.

What are the functions of kindergarten? The chances are that when the parents we met entered kindergarten themselves it was their first experience in groups outside of their homes. Only since the 1970s has the majority of entering kindergarteners come to school having had substantial experience being cared for by someone other than mother in a setting other than home. In addition, it has been reported recently (Scarr, 1984) that within the decade between 1972 and 1982, the average IQ of five-year-olds increased 10 points! While a major function of kindergarten for those who are now parents was preparation for real school; contemporary interpretations of that function have led simply to starting what used to belong to real school earlier and earlier (Spodek, 1983). Just these recent changes suggest that questions about the functions of the modern kindergarten are in order.

A group of children entering kindergarten today bring far more varied backgrounds of experiences to the class than was the case when the district first opened its doors. So, while the traditional role of the kindergarten in getting children accustomed to being away from home may be less important today, its role in helping children learn to work and play with a diverse group of age-mates, and to see themselves as valued and effective members of the class group and community remains a very significant one.

How formal should the kindergarten curriculum be? Virtually all the groups with whom we met expressed concern about the extent to which the regular kindergarten curriculum had become a formal one, especially in its focus on instruction in pre-reading and reading skills. Indeed, the two issues--formality and reading instruction--are inseparable. Dissension within communities and among specialists in early childhood education on these issues is not only strong, but also periodic, rising sharply, subsiding and rising again in regular twenty- to twenty-five-year intervals. However, as each generation raises its arguments, insights into children's development and recent research advance our understanding of which side has the better claim. Several insights and considerations from recent research are worth discussing here.

The introduction of formal academic instruction into the kindergarten curriculum, typically in the form of teaching pre-reading and reading skills, presents several risks. If pre-reading and reading instruction are presented in a formal way, using a single methodology, experience suggests that some (perhaps as many as one-third) of the class will fail. In other words, if teachers and parents--and others connected with the school--want all kindergarten children to acquire the same level of pre-reading skills, or to learn to read at least at grade level, they are expecting a uniform or homogeneous outcome. In order to achieve a homogeneous outcome with a group of pupils of diverse backgrounds it is necessary to use varied or heterogeneous methods. As Durkin points out:

> A child's initial contact with reading instruction...is of unique importance...a school should do nothing with reading in the kindergarten until it is fully prepared to offer the best possible instruction. The best...is always characterized by variety in methodology simply because a way into reading that is easy for one child may be difficult for another, and vice versa. These facts clearly suggest that unless there is variety in methodology, some children will probably fail. At the same time, wrong conclusions will be reached both about a child's readiness for reading and about his or her learning ability in general. (Durkin, 1980, p. 26)

Thus, the issue is not so much when to introduce instruction in reading, as what methods of instruction shall be used.

Typically, however, schools adopt a single method, and try to implement it by using ability grouping. It is clear from our own experience as well as from many comments from the groups with whom we met, that many children seem to be aware of which group they are in. Interestingly enough, recent research indicates that such grouping has instructional disadvantages (Wisconsin Center for Educational Research, 1984) in that slow children slow each other down, increasing their distance from the fast children, and fast children speed each other on, increasing their lead, but also the potential for stress.

Many of those children who are aware that they are in the low group may feel discouraged at best, or incompetent at worst. But many children in the top group become anxious about the danger of failing or falling out of it. Furthermore, the use of formal instructional methods inevitably requires the identification of the children's ability, and that some of the children identified as low in ability or as slow learners would not be so classified if formal instruction and grouping were

postponed for a year.* Differences in rates of development and life histories make such false negatives virtually inevitable. The problem is that once children have been labeled as low or slow the chances of overcoming the label or breaking away from the expectations adults often associate with it are very poor. Such risks to the children who are, after all, only in kindergarten, seem somewhat excessive and suggest that alternatives to the heavy focus on reading readiness and instruction for all kindergarteners should be examined.

Another issue in adopting formal academic instruction in reading in the kindergarten year is the difficulty of providing reading material that is engaging or even moderately interesting. While it is possible, and highly desirable, to read material <u>to</u> children material that contains long words they could not possibly read for themselves, reading materials intended <u>for</u> them to read themselves have to be based on a very limited number of words featuring a highly restricted set of sound combinations. The younger the reader, the more limited the number of readable words is, and thus the stories--as stories--become decontextualized, uninteresting, and often hard to understand. In other words, the younger the child is, the <u>less</u> meaningful the available reading materials are. While meaningfulnees of reading material is always important, it is especially so for beginning readers.

* Some children tested as low/slow will indeed be so a year later.

Another troublesome aspect of formal academic curriculum in the kindergarten is that some of its potentially deleterious effects may not be apparent to parents or teachers during the kindergarten year itself. For example, the early introduction of formal reading instruction with its necessary dependence on uninteresting reading materials may contribute to substantial numbers of children suffering from academic burn-out by the time they reach second or third grade. Unfortunately we have no data from which to be able to estimate what proportion of children are victims of this syndrome. It is invariably impressive to note the eagerness and willingness of most kindergarten children to complete the tasks assigned to them and in general to try to please their teachers. But after two or three years of not simply time on task but time on dull task, it may be the third grade teachers who are confronted with the consequences: children who are difficult to interest or motivate to do important academic work--a type of work that is developmentally appropriate for eight and nine year olds. While it is true that children who have learned to read have access to the great world of books and can pursue their learning independently--and it would be regrettable to adopt a curriculum that would fail to nurture such learning--very few early readers actually do so.

While early introduction of formal reading instruction may give rise to a number of problems, it is also useful to keep in mind that for many kindergarteners, reading instruction is inefficient in that what may take them the better part of six months to learn at age five could be learned in perhaps half the time if instruction were started six or nine months later.

In a formal curriculum the burdens are on the children. It is up to them to rise to the demands of the learning situation. Many will manage to do so. However, for those children whose difficulties do not cause the teacher to change her approach, her instructions, or learning materials to accommodate their confusion, learning style, or competence level, a consequence is likely to be a feeling of being out of it. Occasional experiences of feeling out of it are benign; but for children who feel, and indeed are out of it regularly, there is no alternative but sooner or later to give up to learn to feel stupid, and to withdraw from the fledgling community of scholars. A curriculum which has the potential to cause such feelings is a sufficient threat to the school experience and life chances of enough children to cause concern.

It was our impression that many of those involved in the struggle over the kindergarten believe that the curriculum choices are between the formal academic approach or a traditional socialization approach with a strong emphasis on socio-dramatic play and creative activities. However, these are not the only two approaches to kindergarten curriculum. Many resources are available to help teachers develop a curriculum which is <u>intellectually</u> engaging, in which children are encouraged to interact with materials, with each other, and with adults in quest of fuller and deeper understandings of their physical and interpersonal environments. For example, we can return to the example of the study of caterpillars mentioned in Section II. The curriculum as implemented in at least one of the kindergarten classes we observed*

* An aide was present and available in the room.

included the children looking at a photographic poster of a caterpillar, cocoon, and butterfly, then listening to the teacher reading The Hungry Caterpillar. Following the story, each child was asked to draw a caterpillar with crayons or felt pens and to paint a halved-egg carton the color green. All of the children did the very same tasks, used the same color paint, and fashioned the same representation of the caterpillar. No real caterpillar, cocoon, or butterfly was visible in the room. The number of possible activities from which the children could have learned about these phenomena is almost endless. Certainly they could have been encouraged to observe real caterpillars: to look for their enormous variety of sizes, colors, favorite foods, etc. The children could have been alerted to the potentially fascinating feature of the caterpillars' eyes facing outward rather than forward; they could have been encouraged to ponder the relationships between the colors of caterpillars and their butterfly colors, ad infinitum. Furthermore, such an approach has the potential advantage of strengthening the disposition for follow-up outside of the classroom to what children learn to do in the classroom. In other words, when the curriculum helps children to acquire exploratory techniques and an empirical approach to their environment, they are likely to acquire habits and ideas for activities to continue on their own outside the school grounds.

A Cycle of Blame

As we listened to each group in turn, we were impressed with the intensity of concern over the issues and the eagerness to find ways

to resolve them. The central district staff, who briefed us, exhibited a strong sense of responsibility for both the problems already referred to in this report, and for the search for their solutions. The parents we heard manifested a high level of concern over obtaining the best possible experiences for their children. And, as we listened to and observed teachers, we sensed similar eagerness to provide the kind of professional service they felt was best for the children and expected by their parents. In a similar way the principals and members of the school board impressed us deeply by their obvious commitment to resolving the many issues related to the optional kindergarten program and its associated problems. We sensed also genuine openness on the part of all groups to consider all reasonable proposals for their solutions.

However, it is not surprising that the level of intensity and involvement of so many stake-holders had given rise to frustration, which not uncommonly, led to fault-finding. As we examined the main points made by each of the groups with whom we met, we detected what might be called a cycle of blame allocation. Kindergarten teachers, although clearly representing diverse views within their group, seemed to feel that while they would like children to have more time to grow and play, they were pressured to get children ready for the first grade teachers. Many first grade teachers reflected their sensitivity to perceived parental pressures and the need to please the public. The principals, also representing some diversity within their group, seemed to blame parents for pushing their children too hard, and found some cause for blame to fall on teachers as well. Parents found various ways to

allocate blame; some of it went to teachers whom they described as wanting homogeneous classes to keep things simple; some went to other parents; some to the central district staff and to testers. The district central office staff attributed blame to some parents, to some teachers, and to some of the local preschools. School board members found a similar variety of ways to allocate blame for the predicaments related to kindergarten in the district. It was our impression that each of the groups with whom we met was indeed under severe pressure from various sources to solve a set of problems which had been festering and was almost beyond the ability of any one of the groups to resolve alone.

We are not suggesting that there was no group to blame. Rather we see the question of whom to blame as irrelevant and potentially harmful to the morale and the quality of relationships among all involved and it undermines the generation of solutions to the problems. This potentially destructive cycle had to be broken. To do so required leadership at the district level. Both the district central office staff and the school board would have to examine and determine where it really stood on the relevant issues. They would have to provide the kind of leadership in which the distinction could be made between being pushed around by vocal aggressive--though well-meaning--groups, and being sensitive and responsive to parents' as well as teachers' concerns. In a country like ours, which prizes its diversity, it is highly unlikely that all parents will ever agree with each other on basic issues. The local citizen participation and democratic processes that we value depend on fair hearings for the viability of all views in the

course of formulating decisions for action. Once the appropriate decision-making processes have been employed, it is in the best interests of the children that all concerned accept and support the plan of action whole heartedly.

IV. WHAT WE RECOMMEND: A VISITING TEAM'S PERSPECTIVE

Several suggestions are offered in this section. As our team formulated the recommendations below, it took note of the fact that every decision carries within it its own errors. In other words, weighing the merits of one course of action against the merits of another also includes considering which errors associated with each course of action are preferred. The recommendations listed below contain potential for errors. Those we have chosen were based in large part on our decision to speak as advocates for the children of Morrison Valley.

Entrance into Kindergarten

In view of the arguments presented in previous sections, we recommend that all age-eligible children be enrolled into unscreened kindergarten classes,* and that age be the sole criterion for enrollment. It is expected that one of the potential benefits of this decision is that the practice of red-shirting will diminish.

The district should develop a plan for teachers and parents, in cooperation, to observe the progress of each child throughout the year. The information obtained in this way should serve as a basis for first grade placement, and decisions about special education and retention/promotion.

* Except for Special Education and PL 94 - 142.

Kindergarten Program

We recommend that the regular kindergarten and the optional kindergarten programs be merged. The new revised kindergarten curriculum should be written so that it is, at the outset, less focused on reading instruction, and more flexible. During the first half of the year, the curriculum should place emphasis on cooperative projects and tasks which help children develop identification with their class group, and cooperative work skills. This is not to say that children who are ready, able or eager to learn to read should be ignored. Their needs must be accommodated.

Methods of Teaching Reading

Many professionals involved in this project seemed diverted by the questions of readiness and the timing of reading instruction. As one of our colleagues (Durkin, personal communication) reminded us, while development is a factor to take into account, the principal issue in the teaching of reading is the methods employed, not timing. Poor teaching cannot be condoned at any age, and involving all students in a group with a single approach to reading instruction is almost surely an example of poor teaching. Instead of using a single method, teachers must be encouraged to experiment with a variety of methods (whole word, phonics, teaching through printing, and others) within a given classroom so that they might ascertain which method best accommodates the needs of specific children.

One critical problem in attempting to address the needs of those kindergarten children ready to read without intimidating those who are not, is that of a single teacher having to work with both readers and non-readers at the same time. Addressing the issue by tracking or grouping children in terms of reading ability is likely to set off waves of onerous social comparisons among children, among families, and even perhaps within families. This is a serious dilemma.

In some communities, teachers report that one approach seems to address both issues: it accommodates the needs of readers and non-readers while at the same time avoiding some of the pitfalls of tracking and grouping. In this approach, usually called the language experience approach (cf. Durkin, 1980; Stauffer, 1970) children dictate stories to teachers and then read them. All children participate in this experience. The children who are more advanced tend to dictate more complicated stories, with more complicated sentences and with more sophisticated vocabulary. Children who are not so far along in the development of their reading skills tend to dictate stories that are less sophisticated. The stories that children dictate are usually at the appropriate reading level for that child. Most children can read their own stories. The addition of an aide in the classroom can enhance the teacher's ability to be responsive to the inevitable range of differences in readiness to read in kindergarten classes. This approach could be tried in the district kindergartens to see whether the needs of most children are accommodated and whether it helps to ameliorate some of the less attractive manifestations of competitiveness and social comparison that are found in the community.

Staff Development

We recommend that the Morrison Valley Community Schools employ a full time specialist in early childhood education to work with teachers in grades K through 3 to develop curricula and teaching methods that will better meet the developmental needs of the children at their respective age levels. (An alternative here would be to hire a consultant on a long-term basis.) This specialist could be asked to address the curricular and instructional issues raised in this report, and those generated by the teachers themselves. Our rationale is based on our sense that few teachers in the district fully appreciate the potential of children of this age to engage in intellectual activity. A specialist in child development, either as a full-time staff member or a part-time consultant, could very likely help teachers become aware of this potential and develop ways of addressing it.

The early childhood specialist could work closely with Mrs. Moore on the considerable task of helping the kindergarten and first grade teachers respond to the wide ranges of ability and backgrounds they will be working with. We were impressed with the pattern of dividing responsibilities for the various curriculum areas among principals. It would be a mistake if adopting our recommendation for an early childhood specialist threatened this pattern. If this recommendation were adopted, it would be important to meld the assignment and responsibilities with those established under the current system of principal-specialties.

A second precaution that goes with this recommendation stems from one particular aspect of the field of early childhood education, namely, its highly ideological character. The candidate for the early childhood post would need to be reviewed very carefully, not only to ensure suitable human relations skills, sufficient training, and appropriate experience in working with teachers; but also that his or her views about early childhood education were consonant with those of the school board and the leadership in the school system. To hire a specialist in this field committed to an extreme position (for instance, to Skinner's version of behaviorism or to a laissez-faire curriculum plan) would be a serious mistake. It is clear that the decision to employ a new person as a specialist in early childhood education entails the risk of making such a mistake.

We think that teachers should be encouraged to visit schools in the state vicinity, and if necessary, in the wider midwest region, which are reputed by experts in early childhood education to be particularly good examples of intellectually demanding and engaging programs. We have the impression that some teachers are not aware of what excellent programs look like, and a policy encouraging visits to other sites could help teachers acquire the vision to improve programs in the district. We recognize that the adoption of this recommendation has some serious potential disadvantages. Local programs are likely to be interrupted by teachers making visits and by using substitutes for them. Further, the teachers might actually see programs that are not as good as those at home, and yet come to understand that they were programs to be emulated!

We recommend that the school board consider adopting policies that could increase the possibilities of hiring new, recently trained teachers at the primary and pre-primary levels. We have the impression that a few of the experienced teachers are somewhat weary. Indeed, it would not be surprising in a district as committed to its schools as Morrison Valley, with its recent history of contentiousness around the kindergarten program, for veteran teachers to suffer from burn-out and occasional demoralization. That is not to say that age, in and of itself, seems to be a factor; we saw effective teachers at every age level during our visit. Nevertheless, we wonder whether a few of the most experienced teachers are resigned to the idea of keeping school until retirement in much the same way as they have always done. The school board might want to adopt a policy that encourages such teachers to consider early retirement. Of course, without a carefully crafted policy, those who elect early retirement might be among the best in the district. We believe that these risks could be minimized to the point that an early retirement policy would merit serious consideration. New teachers may be able to bring to the district some of the recent developments in the provision of stimulating and intellectually challenging programs for young children.

Evaluation of an Experiment

During the short life of the optional kindergarten program, a natural experiment has been occurring. Children who were deemed not to be developmentally ready have, in accordance with their parents' judgment, been assigned either to the optional kindergarten or regular

kindergarten. The district is in a key position to throw some light on this dilemma by commissioning a study of the outcomes of these two tracks, and to work to better understand what happened to the children. Thus, we hope that the district will follow the progress of the children who have participated in the optional kindergarten, those for whom the optional kindergarten was recommended but who entered the regular program, and those whose parents withheld them from kindergarten for a year. A careful follow-up study of these children will make a much needed contribution to the development of policy and curriculum in elementary education.

Working with the Community

It is recommended that state and local library, media, and other pertinent resources be mobilized to help improve public understanding of the role of the kindergarten. Such an effort could highlight contemporary research and insights into the nature of learning in the early years, the role of play, the potential long-term consequences of early formal instruction in reading for various children, the role of the home, and so forth. Furthermore, some effort to help parents understand that in communities in which there is any diversity at all, a school district cannot satisfy the demands, needs, and wishes of all parents equally; and that, while diverse views can and must be expressed and attended to, action requires decisions that only rarely can be equally acceptable to everyone.

We recommend that in the process of deliberation, the best available knowledge concerning the nature of learning and what is in the childrens' best long-term interests must constitute a major criterion for judging the rightness of decisions taken and plans of action.

Epilogue

Two years after this report was presented to the Morrison Valley School District one member of the team was invited to return. The visit included observations in the kindergarten classes in five of the eight elementary schools, and a meeting with all the district's kindergarten teachers. Even though the visit was a very brief one, several changes in the district were readily apparent.

The most striking change observed in the kindergarten classes was the great variety of activities in which children were engaged. In each classroom a great deal of the children's own writing was evident. Teachers were using a wide variety of strategies related to literacy: invented spelling, writing to read, a good selection of trade books, and the language experience approach.

Children in several classes had made graphs summarizing information they had gathered from each other and their surroundings. From the work exhibited and in progress during the visit, it was evident that the children were engaged in extended projects on topics like space exploration, characteristics of spiders, and others. Real tadpoles and spiders had been brought in for study. Worksheets were nowhere to be seen!

In general, the atmosphere in the classrooms was more animated and interactive than we had seen during our study two years earlier.

Based on the observatons made during the visit, it was clear that hard work on the part of central district staff and all of the kindergarten teachers had been undertaken following receipt of the report. Some teachers described having been "bruised" by the report. Others said that the report "let them out of the closet," as they put it, away from the high-pressure academic approach in kindergarten!

Most teachers concurred that they now receive much more positive feedback from parents, and noted particularly that parents expressed pleasure at their children's eagerness to come to school and at their children's obviously expanding knowledge. Teachers also reported enthusiastic parental participation in helping with various aspects of their projects, including making things and supplying materials and equipment.

Teachers in Morrison Valley are still working on improving methods of tracking children's progress and finding effective ways to report to parents. But all indicated great satisfaction with the progress the children are making.

As the teachers and central office staff talked about the steps ahead, they indicated that district relationships could now be characterized as in the spirit of cooperation rather than the cycle of blame that we observed during our evaluation.

The issues we examined in Morrison Valley are shared by many communities. It is our hope that the determination and very hard work, and the resulting progress all too briefly observed will encourage others in their efforts to deal with similar issues.

NOTE

Given that the screening procedure used at Morrison Valley Community School District is an amalgam of a number of different instruments, it is difficult to use the research literature to attain a comprehensive review of its psychometric properties.

However, we did study entries in the literature concerning the Gesell Developmental Schedule and the Denver Developmental Screening Test, which are in a sense forebears of the Morrison Valley Community School screening procedures. In her review, Werner (1965) admonishes the field about the Gesell Developmental Schedules by saying that this instrument "should not be considered a pre-school intelligence test, but as detailed observation schedules for a young child's developmental status." She goes on to say that predictions about future development cannot be made with the certainty which Gesell has us believe. It is interesting to note that a later review in this same source by Borstelmann (1972) is more philosophical than empirical. He asks: "Why not adapt the curriculum?"

The principal focus of the Denver Developmental Screening Test (DDST) is to diagnose "delayed development or retardation in order to plan for effective treatment of deviant children (Moriarty, 1972, p. 733). Moriarty has some questions about the appropriateness of the procedures in the DDST dealing with language for children from lower socioeconomic families. She also cautions that in doubtful cases, "it would seem important to remember the clinical need to look at the whole child in his specific environment" (p. 733).

Werner's review of the DDST in the same volume of Buros is less sanguine. She suggests that "the DDST is not as reliable, valid, sensitive and specific as its authors had hoped" (Werner, 1972, p. 736). She continues, "The DDST appears to be a fairly satisfactory screening tool, at 4 - 4 1/2 years of age, but even here its concurrent validity is lower than that of other screening tests, such as the Peabody Picture Vocabulary Test" (p. 736). She further cautions that it is "doubtful whether the author's claim is justified that [after] a few hours training almost any adult can administer this test competently."

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APPENDIX A

WHAT WE HEARD

This appendix includes the nearly verbatim comments we heard at the various meetings and interviews in which we participated during our visit. There are a number of statements in this collection that represent factual errors. For instance, the claim that kindergarten classes range in size from 26 to 28 is patently false. The argument that the current system is inflexible because it is impossible to move from optional kindergarten to first grade is at best unfair, since the optional kindergarten has not been in place long enough to provide data on this claim. There were a number of similar comments that seemed erroneous or ill-conceived. However, they are all included in this appendix because, like it or not, the statements represent what some people believed to be true. It is likely that their feelings were based on these beliefs, however erroneous. It was our impression that in the jumble of words and opinions, in the sounds of exhilaration and disappointment, the board heard its various constituencies speaking. And what could be more important than that for elected officials in a democratic society?

From the Parents

Remarks made by parents who attended the evening meeting are grouped under seven broad headings. Some parents made comments under all headings while others expressed more specific concerns. It is important to note that the team heard only some of the parents in attendance at the meeting. It is not clear to what extent they were representative of parents in the district as a whole. It appears that those who were present were specifically invited to attend. Some

strong feelings of disappointment were expressed at the fact that the meeting was held at the same time as an open house event at one of the district's schools. It should be noted that parents who could not attend were invited to meet with the team at another time, to call and/or to write and communicate their concerns. However, none did so.

Concerns about the regular kindergarten curriculum. We heard the following concerns about the regular kindergarten curriculum:

- o Pressure for academic achievement is too great for the children.
- o Classes are too competitive, too rigorous.
- o Children should not be expected to read by the end of kindergarten.
- o Regular kindergarten should be more like the optional kindergarten.
- o Children who had a year in the optional kindergarten would not be challenged when they went on to attend the regular kindergarten.
- o Many children have had as many as two years of preschool before entering kindergarten and the curriculum may not be responsive to this.
- o A child who is held back from entering kindergarten might find it insufficiently challenging when starting a year later than the normal age.

Concerns about screening. We heard parents express the following concerns about the screening program:

- o All children should be admitted to kindergarten and a transitional year should be provided between kindergarten and regular first grade.

- o The screening is too superficial, more in-depth screening would be preferred.
- o Screening should include assessment of social and emotional readiness.
- o Parents' assessment of a child's readiness for kindergarten should be taken into account.
- o Preschool teachers' assessments should be considered.
- o Appeal procedures should be available when parents disagree with the results of the screening test.
- o Many children who passed the screening test suffer because they are too young to compete with the older (red-shirted) children now in the kindergarten.
- o Some children pass the screening test but are still too emotionally immature to function well in the regular kindergarten.
- o Parental withholding (red shirting) of children who have passed the screening from kindergarten for a year is problematic; children are withheld from kindergarten to gain a competitive advantage by being among the eldest in the class when they do go into it.
- o If children are entered into regular kindergarten at the age of five years and two months, for example, they are much smaller than the other children, and as much as two years younger than some of their classmates.

Concerns about stress. Parents expressed the following concerns related one way or another to stress:

- o Children are compared with each other too much.
- o The district needs psychologists to work with the elementary school children suffering from stress.
- o Something should be done to reduce stress among both parents and children.

Concerns about teachers. We heard parents express the following concerns about teachers:

- Teachers attribute too many learning problems to children's chronological age.
- Some teachers report to parents of young kindergarteners that they can be expected to have difficulty when they reach second or third grade, and therefore should be in the optional kindergarten.
- Teachers seem to want homogeneous groups of pupils so that teaching will be easier.
- Teachers need to be more responsive to individual children and to work with them in needed areas.

Optional kindergarten. We heard parents express the following views of the optional kindergarten:

- Optional kindergarten fills a real need for the children. It is good in many ways. It gives some children a chance to get used to school routines, to mature, and to be prepared to compete in kindergarten.
- The expense of busing children to the optional kindergarten is excessive.
- The consequence of some children starting regular kindergarten at ages 6 or 7 years is a concern.

District matters and policies. We heard parents express the following sentiments concerning district policies and procedures:

- The kindergarten policy seems biased against children who are 'ready' for it, but are not yet the legal age for entrance.
- Many children are starting kindergarten at age 6 or 7 years.
- Many children in the primary grades seem to be too old for their grade.
- There is a need for full-time teacher aides in the kindergarten.
- There is a need for better communication between the district and parents to allay many fears of parents.

From the Kindergarten Teachers

Kindergarten eachers expressed the following views and concerns.

Kindergarten curriculum.

- o Children are very young and need to grow up, take time to play, to have fun.
- o Kindergarten is only 2 1/2 hours per day and there is pressure to cover all subject areas. It would be good if it were longer, e. g. 9:00 to 3:30.
- o It is important to build a "total child."
- o Even children who can read need time to develop in all areas.
- o The teacher's dilemma is between the development of the whole child versus emphasis on workbooks.
- o The children should know not only the names of the letters of the alphabet, but also the sounds in preparation for the Getting Ready to Read program.
- o The district wants workbooks used. Fewer workbooks should be required by the district.
- o The reading resource teachers have developed enrichment kits for use with early readers in kindergarten.
- o There is need for space and time for physical education to stimulate gross motor development.
- o Teachers' need to know the right way to teach.
- o They need to accept the idea that there is no one right way.

About first grade.

- o There is much pressure from first grade teachers to get the children ready for first grade.
- o First grade teachers feel that it is the kindergarten teachers' responsibility to get the children ready to read.
- o First grade is very structured and if the children fail to learn certain things in kindergarten (e.g. handwriting) they will not be ready and will experience fewer successes in first grade. Children who are not ready will be put in the low group.

About parents.

- o There is a great variability among parents. Many do not understand the concept of readiness and attempts to educate have backfired.
- o Many parents pressure teachers to push their children. They do not believe in readiness as it comes.
- o Parents have unrealistic expectations for their children.
- o The district is not responsible for much of the misinformation among parents. Comments about children being young for kindergarten have been blown out of proportion and have been misquoted.
- o It is difficult to win because the parents say that the optional kindergarten looks too much like preschool, and the kindergarten is too structured.
- o Parents complain that double coverage of the subject matter (i.e. in the optional kindergarten and again in the regular kindergarten) is not good.

Optional kindergarten.

- o The optional kindergarten is wonderful. It has a less set curriculum than the regular kindergarten. The optional kindergarten curriculum is designed by the teacher.
- o The optional kindergarten parents who are unhappy are those who feel that the curriculum should be more structured.
- o A smooth transition from the optional kindergarten to the regular kindergarten is important. Since this is only the second year of the optional kindergarten, this has to be worked out.
- o The optional kindergarten should be available to all parents on a district-wide basis.

District matters.

- o Kindergarten classes are too large. Sizes range from 26 to 28.
- o One tenth of the children in kindergarten are recommended for retention.
- o Kindergarten teachers feel they have to satisfy our public. Parents are sometimes an overly pushy group.

From First Grade Teachers

The first grade teachers expressed the following views and concerns.

- The kindergarten teachers do well considering that they have the children for only half a day. It is difficult to criticize the kindergarten without criticizing the teachers at the same time.
- The kindergarten needs a program for early readers.
- At some schools the children enter first grade well prepared.
- Not all first graders are being prepared with letter sounds.
- In first grade there is not enough time to meet each individual child's needs.
- Some first grade children should be in the PRS (reading readiness) program.
- There is great difficulty in handling the wide variation in reading levels in the classes.
- Teachers cannot always tell how children will perform based on their age.
- Variability in ability increases with age.
- There should be a junior first grade for children who are "plain immature."
- Some of the children who were recommended for retention in kindergarten, but were not retained, "have many tears in first grade.
- Teachers lose time handling immature children because the district is not sufficiently strong in recommending retention to parents.
- Some of the large, older, naughtier, and more talkative children are bullies on the playground.
- There is pressure to be academically rigorous from parents and the district feels that "everyone should be above average."
- Parental expectations are too high.

From Elementary School Principals

The principals expressed the following views and concerns.

About regular kindergarten curriculum.

- o The kindergarten curriculum may be too rigorous. Perhaps it should be more like the optional kindergarten.
- o There seems to be too much emphasis on reading the PRS may be too academic. There is too much pressure for achievement.
- o There may not be enough reading groups in the kindergarten. The fourth grade usually has four groups.
- o The curriculum should develop the whole child.
- o There seem to be differences in kindergarten classroom structures/ curricula across the schools.
- o Problems exist concerning knowing what the philosophy of kindergarten should be.
- o More coordination is needed between kindergarten and first grade on how far to take the kindergarten children in reading.
- o There is difficulty in getting common ground in the community.
- o Many kindergarten children come to school knowing how to read.

About kindergarten teachers.

- o Kindergarten teachers should get together on their philosophy. Those who will not go along with it should be reassigned.
- o Teachers talk to parents about their children's youngness and use it as an explanation for why the children are not keeping up with the work. Teachers should be re-educated not to blame children's troubles in school on age.
- o Teachers become frustrated by not knowing what to do with children who are not ready to learn to read.

About first grade teachers.

- o First grade teachers know that there will be a range of abilities at the end of the first grade year, but they do not accept the fact that there is a range at the beginning of the year.
- o First grade teachers need to have a developmental perspective and to be more aware of developmental needs.
- o Children should be accepted where they are, and given credit for what they bring to the class, and at the same time achieve the district objectives.

- Some children come to first grade without sufficient preparation for first grade work. It would be helpful if first grade teachers were more aware of what is/is not covered in kindergarten.

- Developmental readiness refers to how a child sees himself when compared to others . . . a child can feel like a misfit (when he is not as ready as others).

About parents.

- Parents seem to feel that more should be done to help children succeed in kindergarten . . . The district is an academic pressure cooker.

- There is a need to be responsive to what parents believe. The push is from the community.

- The concept of developmental readiness is difficult for parents to grasp.

- Many parents perceive the optional kindergarten as flunking.

- Many parents believe that if children were held out of kindergarten they would do better when they do enter.

- Parents (and teachers) should differentiate between developmental and chronological age.

- Many logistical problems are involved in offering all types of programs to all children and parents.

Grade retention.

- Retention is based on the teacher's recommendation. The principal usually supports the teacher's recommendation, but the final decision is up to the parents.

- Retention is usually recommended on the basis of the child having problems with concentration, attention, doing seat work all day, poor motor skills, etc.

- More are recommended for retention in first grade than in kindergarten.

- One school retained six first grade children.

District concerns.

- There should be a way to find common ground among the population served.

- o There should be different approaches for meeting district objectives.
- o The optional kindergarten program has a stigma.
- o Many children in kindergarten have had as many as 2 or 3 years of preschool.
- o Class size and age range in many classes are problems.
- o There should be more coordination of progress between optional kindergarten, kindergarten, and first grade.

Comments about individual schools.

- o Lincoln North. The children are at a disadvantage if they are young. Teachers blame their troubles in school on pupil's ages, and parents are correct in this attribution of the teachers' perspective; age is not as much of a factor in retention in grade as observed performance.
- o George Bush. The reading teacher works with those kindergarteners who are ready to read; however, by second grade these children level off with their peers. The retention rate at Fair Meadows is one or two students per year for the entire school.
- o Washington Elementary School. It has high student mobility.
- o Ford East Elementary School. Most children have preschool experiences before entering school.
- o Reagan Elementary School. There is a sizable proportion of single parent families. The kindergarten teachers take the children where they are and use a positive approach, giving them credit for what they bring to school and recognizing the skills they have. On Fridays, the principal gives awards of recognition for being good listeners, good contributors, etc.

From the School Board

Members of the school board who participated in the meetings* expressed the following concerns and views.

Screening.

- o Screening was instituted in response to a legitimate need in the community. It was necessary because kindergarten was not flexible enough to respond to all children.

* Mr. Kirk Paiwonsky was absent and was contacted by phone later.

- o Following screening, some testers communicated to parents that their children were borderline.
- o The competence of the testers is in some doubt. The testers need clearer guidelines.
- o The test may not be an adequate indicator of a child's readiness for kindergarten. Basing decisions on twenty minutes of behavior is problematic.
- o Doubts about whether the testing program is the right way to go.

About parents.

- o Screening was offered as a community service to help parents decide whether their children were ready for kindergarten. Apparently parents were attempting to make decisions about whether to hold back their children on their own, on the advice of their child's preschool teacher, or in response to comments made to them by teachers about the risks of being among the youngest in the class.
- o Many parents hold their children back from entering kindergarten in order to increase the probability that their children will be in the top of the class.
- o The concept of a gift of a year or the gift of time (taken from the Gesell Institute of Human Development) has impressed many parents. It has been interpreted by them to mean that they should not send their 5-year old children to school.
- o Parents whose children are in the optional kindergarten seem very happy.
- o Some parents are devastated when they are told that their children are not in the top group of their class.
- o The community should examine its high standards for success.
- o There is a lack of understanding among parents concerning the Gesell screening approach.
- o Some parents talk about the bad experience they had with the screening.
- o Six children in one neighborhood were retained from kindergarten and described themselves as having flunked. Apparently parents reassured them that it did not matter since everybody else did!
- o Parents are asking why an optional kindergarten program is necessary in a district reputed to be so exemplary.

- o Some parents move their children away from Lincoln North School because they think it is too stressful for them there.
- o What might happen to new parents upon moving into the district?
- o Some children are affected by the strong emotions of their parents in this struggle over the kindergarten.
- o What can be done to achieve greater public understanding, and better communication with parents about the issues, screening, etc?
- o Morrison Valley Community Schools is a very competitive district, but on the whole parents are pleased.
- o A big problem is that some parents think that their children need to go to the optional kindergarten but because they pass the screening test, they cannot.

Optional kindergarten.

- o Is it achieving what it is supposed to?
- o Will the effects on the children show up in the later grades?
- o How can greater public understanding of the optional kindergarten program be achieved on a continuing basis?

Kindergarten curriculum.

- o What is kindergarten supposed to be for? What is it intended to be?
- o What is so wrong with the kindergarten program that 70 children are not ready for it each year?
- o There is high academic pressure. Teachers try to race the children through the basal readers.
- o The Morrison Valley Community School District is known as a fast paced school district. Too much stress for parents and children.

Kindergarten teachers.

- o Teachers seem to be focussing too much on the children's ages.
- o There appears to be great variability in the competence of kindergarten teachers.

Residual issues

- o The problem of red-shirting, and its long range consequences needs to be addressed.
- o There is too much separation or tracking of children too soon.
- o There is too much stress for both parents and children.
- o Though officially or technically a child can be promoted directly from the optional kindergarten to first grade, no child has done so yet.
- o One issue is whether there is a correlation between academic achievement and self-concept.
- o There is an apparent lack of understanding of the distinctions between developmental, chronological, and academic readiness.
- o Teachers and directors of preschoolers in town have a role in the problems associated with kindergarten in the district. Many of them advise parents as to whether or not their children will make it in school. They also try to prepare children for an academic kindergarten progam.
- o How else, besides screening and the optional kindergarten, can the district deal with disparity in ability?
- o Children must have the best and the right start.
- o Children seem to know what ability groups they are in.
- o How do the Morrison Valley Community Schools fit in with other districts? How will people who move in and out of the district be affected by all of this?

From the Central District Staff

The central district personnel seemed to focus their concerns in three main areas. They were interested in the extent to which the concept of developmental readiness was being appropriately applied in the district's schools. Second, they wanted to know if the screening program was being handled adequately. And third, they were concerned about the kindergarten program, and whether it was appropriate in terms of scope, sequence, and standards.

Concept of developmental readiness. The central district staff seemed somewhat uneasy about how the concept of developmental readiness was interpreted. Some parents were apparently using the concept as a pretext for red-shirting their children in an attempt to give them an advantage over younger children when they reached the first grade. Further, teachers were reported to have stated repeatedly that developmental readiness is a variable that accounts for much of the variance among pupils' success in school. Finally, it had come to their attention that some principals were calling parents and advising them to red-shirt their children because of age. All of these practices, or alleged practices, were disturbing. While the concept seems sufficiently valid in its own right, these applications appeared to be problematic.

Screening procedures. The central district staff was concerned about the validity of the screening process. The intent of the screening was to give parents the best information possible about their children by which to make decisions about kindergarten entrance. The screening was voluntary, but there was only one way to have a child placed in the optional kindergarten, i. e. through screening. So, if parents felt their child was not ready for regular kindergarten and wanted their child to be placed in the optional kindergarten, they had to have him/her tested. However, if the child tested as ready, then he/she was not permitted to enter the optional kindergarten. These seemingly contradictory aspects of the policy--the notion that on the one hand screening was voluntary and the results were advisory; and on the other, that to be admitted into the optional kindergarten the child had

to undergo screening. Thus, the scores were in fact more prescriptive than advisory, which created a problem. In addition, the staff was puzzled about the quality of the information reported to parents and the amount of misinformation that might have been contained in messages received by parents.

Kindergarten. Finally, most staff members were concerned about the kindergarten curriculum. While being cognizant of parents interests in kindergarten focus on pre-reading and reading skills, they were aware that all children who are eligible by age for kindergarten cannot be successful in such a program. The staff worried a great deal about the question: What changes are required in the kindergarten program to meet the needs of the children in the district more adequately?

KINDERGARTEN COMPUTER SEARCH

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ABBREVIATIONS USED IN THIS SEARCH PRINTOUT

The following abbreviations appear on the resumes in this computer search. This is what they mean:

AN	ERIC accession number
AU	Author/s
IN	Author affiliation or name of institution where work was performed
TI	Title
SO	Journal title, volume, issue, number, date, pages (CIJE only)
LG	Language
GS	Geographic source (RIE only)
SN	Sponsoring agency name and code (RIE only)
PA	Program area code (RIE only)
IS	RIE or CIJE issue number
NO	Numbers: grant, contract report, project (RIE only)
CH	Clearinghouse code
GV	Government status (RIE only)
PR	EDRS price codes (RIE only) RIE not available PR=NA
PT	Publication type code (RIE only)
AV	Availability statement
LV	Level of availability (RIE only)
NT	Descriptive notes
YR	Year of publication or generated entry date
MJ	Major subject descriptors
MN	Minor subject descriptors
ID	Identifiers
AB	Abstract

DR 03/20/87 ERIC
QUERY 0655 1966 - FEB 1987 (BOTH)

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1 KINDERGARTEN.DE.
RESULT 3884

2 1987.YR.
RESULT 0

3 1 AND 87.YR.
RESULT 0

4 1 AND 86.YR.
RESULT 83

5 1 AND 85.YR.
RESULT 153

6 1 AND 84.YR.
RESULT 176

7 4 OR 5 OR 6
RESULT 412

8 1.MJ.
RESULT 741

9 8 AND 87.YR.
RESULT 0

10 8 AND 86.YR.
RESULT 14

11 8 AND 85.YR.
RESULT 40

12 8 AND 84.YR.
RESULT 40

13 10 OR 11 OR 12
RESULT 94

14 4 OR 5
RESULT 236

15 14 AND ED.AN.
RESULT 110

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AN ED274689.
AU Muscella, Deborah.
TI Perceptions and Preferences of a Learning Environment: Multidimensional Scaling Approaches.
LG EN..

INFORMATION TECHNOLOGIES

GS U.S. Texas.
IS RIEFEB87.
CH TM860557.
PR EDRS Price - MF01/PC03 Plus Postage.
PT 150; 143.
LV 1.
NT 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
YR 86.
MJ Attitude-Measures. Beliefs. Classroom-Environment. Classroom-Research. Multidimensional-Scaling. Student-Attitudes.
MN Cognitive-Structures. Interviews. Kindergarten. Parent-Attitudes. Preschool-Education. Research-Methodology. Teacher-Attitudes. Teacher-Student-Relationship.
ID IDENTIFIERS: Personal Construct Theory. TARGET AUDIENCE: Researchers.
AB Thirty-two kindergarten children, nine parents, and two teachers participated in a study of classroom learning environments. Participants included lower and middle income White and Hispanic families; the children were enrolled in three schools in the southwestern United States. Both interviews and pictures of classroom learning events were used to elicit beliefs about learning in school. A learning events taxonomy was developed and became the basis for two sets of pictorial stimuli--one used to elicit personal constructs and the other for preference rank order. Participants were asked to sort the drawings, describe the groups, discuss classroom learning descriptors, and rank favorite learning activities. Three analyses of the data were performed; the first two analyses used multidimensional scaling models: INDSCAL (Individual Differences Scaling model); and EUCLID; both are available in the Alternating Least Scales (ALSCAL). The third analysis used interrater reliability. INDSCAL revealed two dimensions, participant configuration (student participation) and learning activities structured by teachers (work) versus activities engaged in by children (play). The EUCLID model was used to analyze the descriptions of learning environments; a degenerate solution was obtained. Kendall's tau, which was used to analyze the preference rank ordering, indicated no predictable differences in pattern between parents and children. However, the two teachers had very different tau values from each other. Several tables and many figures are provided, including illustrations used in the research. A six-page reference list is offered. (GDC).

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AN ED274686.
AU Evans, Ellis D.; Klockars, Alan J.
TI Prediction of Early School Achievement from the Slingerland Screening Tests and Cognitive Ability.
LG EN..
GS U.S. Washington.
IS RIEFEB87.
CH TM860553.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143.
LV 1.

NT 25p.
YR 86.
MJ Academic-Achievement. Cognitive-Tests. Learning-Disabilities. Predictive-Validity. School-Readiness-Tests. Screening-Tests.
MN Correlation. Grade-1. Kindergarten. Primary-Education. Student-Placement. Test-Validity.
ID IDENTIFIERS: California Achievement Tests. Cognitive Abilities Test. Comprehensive Tests of Basic Skills. Discrepancy Analysis. Ravens Coloured Progressive Matrices. Slingerland Screening Tests.
AB The power of the Slingerland Screening Tests was examined, and a discrepant performance index was developed between cognitive measures to predict early school achievement and class placement for children at risk for specific language disabilities. Subjects were two successive cohorts of entering kindergarten children for whom Slingerland Tests scores and scores from either the Cognitive Abilities Test or the Raven Coloured Progressive Matrices were obtained. Correlational analysis was performed using these scores, subsequent kindergarten achievement and first-grade class placement for both cohorts, and first-grade achievement for the first cohort. Modest predictive validity for the Slingerland Tests was observed, stronger than the Raven Test and weaker than the Cognitive Ability Test for overall achievement. Weak but significant class placement prediction was also observed for the Slingerland Tests. An index based upon discrepant performance on the Slingerland and the more standard measures of mental ability produced inconsistent results and was redundant with single measures of general ability used alone. (Author/GDC).

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AN ED274467.
IN New York State Legislative Commission on Expenditure Review, Albany. BBB09491.
TI Screening of Public School Children: Program Audit.
LG EN..
GS U.S. New York.
IS RIEFEB87.
CH PS016096.
GV State.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 140.
AV State of New York, Legislative Commission on Expenditure Review, 111 Washington Avenue, Albany, NY 12210-2277 (no price quoted).
LV 1.
NT 42p.
YR 85.
MJ Audits-Verification. Compliance-Legal. Disabilities. Elementary-School-Students. Identification. Screening-Tests.
MN Educational-Finance. Educational-Legislation. Elementary-Education. Gifted. Grade-3. Grade-8. Kindergarten. Non-English-Speaking. Program-Administration. School-Districts. State-Programs.
ID IDENTIFIERS: New York. Screening Programs. State Role.
AB Conducted by New York State's Legislative Commission on Expenditure Review (LCER), this program audit reviews the implementation of the 1980 legislative mandate that all new public school entrants be screened for handicapping conditions or giftedness and that children

scoring below specified scores on third and eighth grade statewide standardized tests be screened for handicapping conditions. LCER found that the State Education Department (SED) had conducted no systematic evaluation of district compliance. Following initial interviews, a cross section of 20 school districts, including six in New York City, was selected for field visits. Findings indicated widespread compliance with the mandate in the 20 school districts. Chapter I of this report provides background information about the screening program and describes the intent of Chapter 53 of the Laws of 1980, Section 3208(6) of the Education Law. Chapter II reviews the programatic implementation of screening by districts, including the selection of instruments, screening administration with particular attention to screening for non-English speaking students, referral procedures, and the use of screening results for subsequent program provision. The mandate's impact on districts' policies also is analyzed. Chapter III analyzes the sample districts' expenditures for screening for school year 1983-84. SED's monitoring of the screening program and expenditures also is described and assessed. Related materials are appended. (RH).

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AN ED274463.
AU Katz, Lilian G.
TI Implications of Recent Research for the Preschool and Kindergarten Curriculum.
LG EN..
GS U.S. Illinois.
IS RIEFEB87.
CH PS016089.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 120.
LV 1.
NT 14p. ; Document contains light, dot matrix print.
YR 86.
MJ Individual-Development. Kindergarten. Preschool-Curriculum. Student-Projects. Teaching-Methods.
MN Academic-Achievement. Emotional-Development. Interpersonal-Competence. Language-Acquisition. Preschool-Education. Student-Interests.
ID IDENTIFIERS: Research Results.
AB Summarized are implications of recent research on children's development and learning for the curriculum in early childhood programs. Contents focus on the development of language, dispositions, social competence, and intellect. Taken together, the research suggests that children attending preschool and kindergarten classes should frequently be provided with opportunities for involvement in projects. A project is defined as a group undertaking, usually concerning a specific theme or topic, which requires various kinds of work over a period of several days or weeks. Concluding remarks identify three basic kinds of projects and three phases of project work. A three-page list of references concludes the document. (RH).

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AN ED274440.
AU Montz, Lesteen Tina Richardson.
TI Academic Achievement among Early Entry Students.
LG EN..
GS U.S. Alaska..
IS RIEFEB87.
CH PS016060.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143; 070.
LV 1.
NT 29p.
YR 85.
MJ Academic-Achievement. Age-Differences. Elementary-School-Students. Kindergarten. School-Entrance-Age.
MN Grade-3. Grade-Repetition. Literature-Reviews. Primary-Education.
AB This paper (1) reviews the literature on the relationship between entrance age into kindergarten and academic achievement and (2) reports a study of the effect of entrance age on school success. Some experts say that age alone is the best indicator of success. Others say that chronological age, mental age, intelligence quotient, readiness, emotional and social adjustment, or combinations of these factors are the indicators of success. A few experts say that age is not an indicator of success at all because each child can succeed if the school program meets individual needs. To explore these issues, an investigation compared the academic achievement at the third grade level of 20 early and 20 late entry kindergarten children. A statistically significant difference in achievement was found, with the late entry students scoring significantly higher on the Iowa Test of Basic Skills than did those who entered kindergarten early. In addition, findings revealed that 61 percent of the students who were retained in elementary or placed in modified primary classes were within the early entry group at the time of admission to kindergarten. (Author/RH).

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AN ED274439.
AU Murphy, Irene T.
IN National Catholic Educational Association, Washington, D.C. FGK56381.
TI Early Learning: A Guide to Develop Catholic Preschool Programs.
LG EN..
GS U.S. District of Columbia..
IS RIEFEB87.
CH PS016059.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 052; 141.
AV NCEA Publication Sales, Suite 100, 1077 30th Street, NW, Washington, DC 20007-3852 ($4.75 for members; $6.35 for non-members).
LV 1.
NT 47p. ; Photographs may not reproduce clearly.
YR 86.
MJ Catholic-Schools. Educational-Objectives. Kindergarten. Learning-Activities. Preschool-Curriculum. Values-Education.
MN Preschool-Education. Program-Descriptions. Religious-Education.
AB This publication briefly presents the elements of preschool education that are key within a Catholic setting. Chapter I briefly discusses aspects of the influence of values education on childrens' emotional experience. Chapter II, describes, also briefly, aspects of a Catholic pre-kindergarten program, including the young children as well as administrative concerns such as age of entrance, length of day, class size and facilities, staff, and materials. Chapter III provides an overview of the pre-kindergarten curriculum. Specific attention is given to general preparatory activities and religion, language arts, mathematics, and science. Chapter IV describes the kindergarten program in terms of its purposes, young children, learning, the kindergarten teacher, parent-teacher relationships, administrative concerns, and the daily schedule. Chapter V focuses on the kindergarten curriculum. Religious education, language arts, mathematics, science, social studies, and the arts are described. A few illustrative learning activities are appended. (RH).

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AN ED274430.
AU Calvert, Sandra L.; And Others.
TI Sound Effects and Content Cues for Children's Television Story Comprehension.
LG EN..
GS U.S. North Carolina..
IS RIEFEB87.
CH PS016041.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 14p. ; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
YR 85.
MJ Childrens-Television. Sound-Effects. Story-Grammar. Television-Viewing.
MN Age-Differences. Attention. Elementary-Education. Elementary-School-Students. Kindergarten-Children. Television-Research.
ID IDENTIFIERS: Content Cues. Visual Attention.
AB Children's visual attention to, and comprehension of, a television program was measured. A total of 64 children, equally distributed by sex, with 32 in kindergarten and 32 in fifth grade, were randomly assigned to one of four treatment conditions that crossed two levels of content cues with two levels of sound effects. The content cue conditions provided 35 seconds of additional information which indicated that a dream was occurring while the no content cue conditions did not. The content cue conditions were either preceded or not preceded by one-second sound effects. Visual attention was videotaped during each child's individual viewing session. After viewing, each child answered a 22-item multiple-choice recognition test of inferential, central-concrete, and incidental content. Results demonstrated that sound effects increased attentional responsiveness and inferential recognition better than the content cues, particularly for the youngest children who have the greatest difficulty understanding televised stories. (Author/RH).

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AN ED274426.
AU Tudge, Jonathan.
TI Collaboration and Cognitive Development in the U.S.A. and U.S.S.R.
LG EN..
GS U.S. Utah..
IS RIEFEB87.
CH PS016033.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 11p. ; Paper Presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
YR 86.
MJ Cognitive-Development. Conservation-Concept. Cooperation. Cultural-Influences. Elementary-School-Students. Kindergarten-Children.
MN Comparative-Analysis. Foreign-Countries. Primary-Education. Research-Methodology. Sex-Differences.
ID IDENTIFIERS: New York (Ithaca). USSR (Moscow).
AB A study was made to examine effects of peer collaboration on children's cognitive development and to ascertain whether effects of collaboration varied across American and Russian cultures. A total of 84 girls and boys (42 from a kindergarten in Moscow and 42 from an elementary school in Ithaca, New York), 5 through 7 years of age, initially participated individually in a pretest requiring prediction of the way a beam would tip when different weights were placed at differing distances from a fulcrum. On the basis of pretest results, children were assigned to (1) a control group in which children were again tested individually; (2) an "equal rule" group pairing same-age, same-sex children who had used the same prediction rule on the pretest; or (3) an "unequal rule" group pairing same-age, same-sex children who had used different prediction rules on the pretest. Seven increasingly sophisticated rules for prediction have reliably been differentiated. In the treatment phase of the study, disagreeing subjects discussed their disagreement until agreement was attained. Subjects were individually post-tested and improvement in rule use was recorded. Findings indicated that cognitive conflict in pairs produced different outcomes depending on whether a child's partner was more advanced or less advanced in the use of prediction rules. The only differences across cultures were sex differences. (RH).

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AN ED274424.
AU Tudge, Jonathan.
TI Collaboration, Conflict, and Cognitive Development: The Efficacy of Joint Problem Solving.
LG EN..
GS U.S. Utah..
IS RIEFEB87.
CH PS016028.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 15p. ; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, NY, April 18, 1986).

YR 86.
MJ Cognitive-Development. Conflict. Conservation-Concept. Cooperation. Elementary-School-Students. Kindergarten-Children.
MN Age-Differences. Developmental-Stages. Piagetian-Theory. Pretests-Posttests. Primary-Education. Sex-Differences.
ID IDENTIFIERS: Dyadic Consensus.
AB A study was made to assess the extent to which social interaction is beneficial to cognitive development. A total of 154 boys and girls, 5 through 9 years of age, initially participated individually in a conservation-like pretest requiring prediction of the way a beam would tip when different numbers of weights were placed at differing distances from a fulcrum. Seven increasingly sophisticated rules for prediction have reliably been differentiated. On the basis of pretest results, children were assigned to (1) a control group in which children were again tested individually; (2) an "equal rule" group pairing same-age, same-sex, same-class children who had used the same prediction rule on the pretest; or (3) an "unequal rule" group pairing same-age, same-sex, same-class children who had used different prediction rules on the pretest. During treatment, disagreeing subjects resolved their disagreement in discussion. Subjects were individually post-tested twice and improvement in rule use was recorded. Findings indicated that interaction with a partner was not conducive to cognitive development. No significant improvement was found when equal rule and unequal rule groups were compared. Partners using a lower rule in the unequal rule group were the only children who improved; performance of higher partners worsened. Significant sex, age, and age by sex differences were found, with boys consistently benefitting more than did girls from the process of interaction. (RH).

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AN ED274128.
IN Hampton Univ. VA. BBB23046.
TI Resource Services. . in the Classroom? Yes! In the Classroom.!!
LG EN..
GS U.S. Virginia..
SN Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program. EDD00030.
IS RIEFEB87.
NO GN: G008530165.
CH EC190602.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 055.
LV 1.
NT 10p. ; Prepared by the Mainstreaming Outreach Project.
YR 85.
MJ Classroom-Techniques. Delivery-Systems. Disabilities. Mainstreaming. Resource-Teachers. Teaching-Methods.
MN Kindergarten. Preschool-Education.
ID TARGET AUDIENCE: Practitioners.
AB Presented in a question and answer format, the paper examines ways to provide resource services to handicapped children within the regular preschool or kindergarten class. Benefits (such as the presence of appropriate role models and increased acceptance of individual differences) of resource services in the regular classroom for both the special needs child and the normal child are noted. Potential

problems and their suggested solutions include: (1) lack of knowledge by regular and resource personnel (provide training and practice); (2) conflict between resource and regular personnel (encourage better communication); (3) difficulty of the child in making the transition from regular to resource activities (thoughtful guidance by the resource specialist); (4) the tendency of peers to deny the special needs child an opportunity to participate (encourage turn-taking in answering questions); (5) distractions in the regular class setting (provide resource service in a low activity area of the classroom); and (6) interruptions by classroom children (have an area designated as the resource teacher's space). (DB).

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AN ED273388.
AU Biemiller, Andrew.
IN Ontario Dept. of Education, Toronto. SFO68743.
TI From Kindergarten to Grade Four: A Longitudinal Study of Thriving, Average and Non-Thriving Children.
LG EN..
GS Canada. Ontario.
IS RIEJAN87.
NO RN: ISBN-0-7729-1219-X.
CH PS016024.
GV Foreign.
PR EDRS Price - MF01/PC03 Plus Postage.
PT 143.
AV Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (No price quoted; will invoice orders over $30.00. Other orders must be accompanied by a check or money order payable to O.I.S.E.).
LV 1.
NT 63p. ; For report on Project Thrive, see ED 272 320-321.
YR 86.
MJ Academic-Achievement. Individual-Development. Kindergarten-Children. Language-Acquisition. Learning-Processes. Teacher-Response.
MN Foreign-Countries. Independent-Study. Interpersonal-Competence. Longitudinal-Studies. Personality. Primary-Education. Rating-Scales.
ID IDENTIFIERS: Canada. Distraction.
AB An extension of an earlier longitudinal study of thriving, average, or non-thriving kindergarten children, this study examined the intellectual, academic, social, self-directive, and temperamental characteristics of children from kindergarten to grade four. Fifty-four of the children were perceived by their junior or senior kindergarten teachers as "thriving in terms of your goals"; 64 were perceived as "making average progress"; and 50 as "not as yet thriving" in kindergarten. Forty-six children were in a junior kindergarten-grade 1-grade 3 cohort, while the remaining 112 children were in a senior kindergarten-grade 2-grade 4 cohort. Data obtained included test data on language, memory, and academic achievement; and teacher-rated data on self-direction, resistance to distraction, social abilities, resistance to frustration, and risk-taking. Results indicated that differences between children perceived in kindergarten as thriving, average, or not thriving persisted through grade four for language, academic achievement, and teacher ratings of

self-direction, resistance to distraction, and risk-taking. Achievement differences were greater for the senior-kindergarten-grade 4 cohort, but still significant for the junior-kindergarten-grade 3 cohort. Rating differences were of the same magnitude for both cohorts. Results of data analysis also concerned children who were perceived by grade three and four teachers to have changed in thrive status versus those who had not. Children "shifting" between average and thriving status or vice versa had corresponding changes in achievement tests and teacher ratings. (Author/HOD).

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AN ED273059.
AU Dohrn, Elizabeth A.
TI Providing Potentially Gifted Kindergarten Students with Appropriate Enrichment Activities for Classroom Use with Minimal Guidance.
LG EN..
GS U.S. Florida.
IS RIEJAN87.
CH EC190254.
PR EDRS Price - MF01/PC06 Plus Postage.
PT 041; 141.
LV 1.
NT 128p. ; Ed. D. Practicum Report, Nova University.
YR 86.
MJ Enrichment-Activities. Gifted. Kindergarten. Talent-Identification.
MN Creative-Development. Primary-Education.
AB The practicum report describes an effort to provide enrichment materials for kindergarten students whom classroom teachers identified as potential entrants for the gifted program. Two miniworkshops were conducted to familiarize teachers with identification and enrichment activities. Targeted students received enrichment attention both within and outside the class via cross-age tutors, self-instructional materials, and interest centers. The goals of increasing kindergarten referrals to the gifted program and of heightening the awareness of kindergarten teachers regarding the gifted/talented/creative child and the gifted program were met. In addition, positive changes were noted in the abilities of targeted students participating in enrichment activities. Appendixes include checklists of creativity and giftedness characteristics, psychological referral forms, student evaluation checklist and teacher information awareness checklist, workshop materials, and photocopies of enrichment activity cards. (CL).

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AN ED272860.
AU Dickinson, David K.; Snow, Catherine E.
TI Interrelationships among Prereading and Oral Language Skills in Kindergartners from Two Social Classes.
LG EN..
GS U.S. Massachusetts.
SN Spencer Foundation, Chicago, Ill; Tufts Univ. Medford, Mass. BBB06744; MGG88350.
IS RIEJAN87.

CH CS008545.
PR EDRS Price - MF01/PC03 Plus Postage.
PT 143.
LV 1.
NT 57p.
YR 86.
MJ Cognitive-Development. Prior-Learning. Reading-Readiness. Reading-Research. Socioeconomic-Status.
MN Comparative-Analysis. Decoding-Reading. Family-Environment. Kindergarten. Language-Acquisition. Oral-Language. Preschool-Education. Spelling. Word-Recognition.
ID IDENTIFIERS: Print Awareness.
AB A study examined the interrelationship among print-related skills developed prior to formal reading instruction and social class differences in these skills in 33 middle-class and working-class children attending one of two high quality, reading-oriented kindergarten classes. Two hypotheses were generated: (1) that correlations would emerge among measures reflecting grasp of sound-symbol correspondence, phonemic awareness, how print language functions, and decontextualized language ability; and (2) that social class differences would be a factor for measures of decontextualized language and grasp of sound-symbol correspondences, but not for measures of abilities focused on in the kindergarten, such as print concepts and general understanding of how books function. Subjects, assessed as low socioeconomic status (SES) or high SES on the basis of their parents' employment status, were tested in three to four sessions of 15 to 20 minutes each. The results indicated that phonemic awareness, print decoding, print production, and literacy interrelate positively and significantly, but have generally low or negative correlations with the oral language composites. These results suggest that preschool reading readiness may include many different abilities, however highly related to one another. Gender had no significant main effect, but middle-class subjects scored significantly higher on all the prereading composite scores than did working-class subjects, suggesting that attendance at high quality nursery/kindergarten classes was not sufficient to equalize the skills of the two social groups. (A 10-page list of references and tables of data are included, and coding criteria for picture descriptions and of noun definitions are appended.) (HTH).

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AN ED272321.
AU Biemiller, Andrew; Richards, Merle.
IN Ontario Inst. for Studies in Education, Toronto. SFO68750.
TI Project Thrive. Individualized Intervention to Foster Social, Emotional and Self-Related Functions in Primary Programs. Volume II.
LG EN..
GS Canada. Ontario.
SN Ontario Dept. of Education, Toronto. SFO68743.
IS RIEDEC86.
NO RN: ISBN-0-7729-1229-7.
CH PS015972.
GV Foreign.
PR EDRS Price - MF01/PC06 Plus Postage.
PT 143; 141.

AV Publications Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (No price quoted; will invoice orders over $30.00. Other orders must be accompanied by a check or money order payable to O.I.S.E.).
LV 1.
NT 129p.; For volume I, see PS 015 971.
YR 86.
MJ Behavior-Problems. Classroom-Techniques. Elementary-School-Students. Evaluation-Methods. Individual-Differences. Student-Adjustment.
MN Foreign-Countries. Grade-1. Grade-2. Identification. Interpersonal-Competence. Kindergarten. Longitudinal-Studies. Primary-Education. Rating-Scales. Tables-Data. Teaching-Methods. Teaching-Styles.
ID IDENTIFIERS: Canada. Project Thrive.
AB The purposes of this longitudinal study were to examine techniques whereby kindergarten, Grade 1, and Grade 2 teachers might become more aware of differences in children which affect their performance and behavior, and to develop with teachers ways of accommodating classrooms to children and vice versa. Participants were 24 teachers from four school boards differing in locale served and in school sponsorship. Formal measures used included achievement tests, teacher ratings, classroom observations, and interviews. Data analysis revealed which teacher rating scales were strongly associated with tested academic skills, what combinations of teacher-rated characteristics were best associated with test scores, and relationships between "thrive" rankings and other variables. Additionally, 20 types of classroom problems were identified and categorized as involving constitution, non-social skills and behavior, self-direction and self-confidence, emotional functioning, and miscellaneous. Ratings did not predict specific problems, but only the incidence of problems in general. A total of 22 types of strategies were used by teachers to deal with problems they identified. Teachers' strategies were not associated with specific types of problems, suggesting that preventive techniques or "early identification" may be less useful than careful attention to individual children's current functioning and immediate situation. Appendixes, which take up more than half the document, contain statistical tables and tables giving percentages of strategy applications per problem by grades and by board. (RR).

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AN ED272320.
AU Richards, Merle; Biemiller, Andrew.
IN Ontario Inst. for Studies in Education, Toronto. SFO68750.
TI Project Thrive. Ways and Means: Strategies for Solving Classroom Problems. Volume I.
LG EN..
GS Canada. Ontario.
SN Ontario Dept. of Education, Toronto. SFO68743.
IS RIEDEC86.
NO RN: ISBN-0-7729-1228-9.
CH PS015971.
GV Foreign.
PR EDRS Price - MF01/PC03 Plus Postage.
PT 143; 141.

AV Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (No price quoted; will invoice orders over $30.00. Other orders must be accompanied by a check or money order payable to O.I.S.E.).
LV 1.
NT 65p. ; For volume II, see PS 015 972.
YR 86.
MJ Classroom-Techniques. Elementary-School-Students. Individual-Differences. Interpersonal-Competence. Personality. Student-Adjustment.
MN Behavior-Problems. Discipline. Foreign-Countries. Grade-1. Grade-2. Kindergarten. Longitudinal-Studies. Primary-Education. Self-Concept. Teaching-Styles.
ID IDENTIFIERS: Canada. Project Thrive.
AB Strategies are delineated for solving elementary school classroom problems. After an introductory chapter, chapter 2 reviews problems cited by 24 kindergarten, Grade 1, and Grade 2 teachers and the strategies chosen as likely solutions to the problems. Strategies later found to be unsuccessful are discussed if they illustrate the nature of the problem or situation described. Strategies and problems concern health, language, motor difficulties, immaturity, active negative behavior toward adults, distrust or passivity toward adults, disruptive behavior, aggressive behavior, bossy or meddlesome behavior, leading and following peers inappropriately, shyness and withdrawn behavior, unhappiness, lack of self-confidence, self-concept, lack of initiative, academic difficulty, miscellaneous problems such as stealing, dependence on peers, oddities or mannerisms of personal behavior, and need for attention, as well as behavioral, academic, and management concerns. Chapter 3 describes whole-class strategies which are considered suitable for any style of primary classroom. These concern the establishment of a positive and responsive learning environment, managing social problems, ways of dealing with problms caused outside the classroom, classroom discipline, academic routines, self-chosen learning activities in the classroom, developing academic concepts and skills, and meeting the needs of the teacher. Chapter 4 offers conclusions and recommendations. A description of method is appended. (RH).

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AN ED272316.
AU Monaco, Nanci M.; Gaier, Eugene L.
TI Developmental Level and Children's Responses to the Explosion of the Space Shuttle Challenger.
LG EN.
GS U.S. New York.
IS RIEDEC86.
CH PS015966.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143.
LV 1.
NT 26p.
YR 86.
MJ Cognitive-Development. Developmental-Stages. Elementary-School-Students. High-School-Students. Intervention. Piagetian-Theory.
MN Coping. Elementary-Secondary-Education. Grade-1. Grade-4.

Grade-9. Grade-10. Kindergarten. Stress-Variables.
ID IDENTIFIERS: Space Shuttle Challenger. Traumas.
AB Groups of children at three different developmental levels were each given a brief presentation by their classroom teachers regarding the Space Shuttle Challenger disaster, one day after the shuttle exploded. The standardized presentation included information about where the shuttle was launched, the crew, the special significance of Mrs. McAuliffe's participation, and what was currently known about the explosion. After the presentation, 20 minutes were allotted for comments and questions from students. Students' conversations and comments were recorded and analyzed according to the cognitive developmental level of the learner. Participants included a kindergarten class, one first grade class, two fourth grade classes, one ninth grade class, and one tenth grade class. Classes ranged in size from 22 to 31 students. Findings revealed that children attempted to understand the shuttle disaster by employing logic or reasoning consistent with their stage of cognitive development. It is concluded that, since its ramifications differently, intervention aimed at reducing disaster-induced trauma in the future might best be structured to address the developmental level of the children involved. (Author/RH).

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AN ED272296.
AU Kaplan, Barbara.
TI Performance on Two Conservation Problems with Initial Nonequivalence.
LG EN.
GS U.S. New York.
IS RIEDEC86.
CH PS015927.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 19p. ; Paper presented at the Annual Symposium of the Jean Piaget Society (16th, Philadelphia, PA, May 29-31, 1986).
YR 86.
MJ Cognitive-Processes. Conservation-Concept. Kindergarten-Children. Performance-Factors. Schemata-Cognition. Stimuli.
MN Perception. Primary-Education.
ID IDENTIFIERS: Equivalence Conservation.
AB Fifty-eight kindergarten children were assessed on traditional presentations involving the conservation of number and liquid. Each conservation test contained two different items and began with the stimuli quantitatively and perceptually equal. Two other conservation tasks for number and liquid with initial nonequivalence followed. Performance on tasks with initial equivalence and tasks with initial nonequivalence were not closely related. Children's strategies for solving tasks with initial nonequivalence frequently involved consideration of auxiliary problems and were not the most parsimonious in obtaining an answer. Results suggest that whether children can access appropriate schemata for making conservation judgments is influenced by variations in the tasks and that the schemata used in considering tasks with initial equivalence or nonequivalence may themselves vary. (Author/RH).

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AN ED272286.
AU Butler, Loretta; Antoine, Dennis.
TI Relationships between Logical Thinking and Knowledge of Basic Language Concepts with Children at the Preoperational Stage of Development.
LG EN..
GS U.S. District of Columbia..
IS RIEDEC86.
CH PS015917.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143.
LV 1.
NT 23p.
YR 85.
MJ Age-Differences. Cognitive-Development. Language-Acquisition. Preschool-Children.
MN Kindergarten. Kindergarten-Children. Preschool-Education.
ID IDENTIFIERS: Piagetian Tasks.
AB The present study investigates the acquisition of basic language concepts with children 4 and 5 years of age, and the relationship of language to cognitive development as measured by performance on 10 Piagetian tasks. Factors of age, day care setting or kindergarten, and sex constituted the independent variables. Children 4 years of age proved to be significantly less competent on language concepts than 5-year-olds. Such incompetence correlated positively with their poor performance on the operational tasks. Five-year-olds, whether in day care or kindergarten, did not differ on language ability. Among 5-year-olds a trend was found toward negative correlations between high performance on language concepts and lack of achievement on operational tasks of logical thinking. These findings are largely consonant with much of the research and indicate that while 5-year-old children have an almost adult understanding of language, they do not have much success in performing operational tasks. Some inability to decenter and consider all relevant variables may be responsible for such failures, or 5-year-olds' reliance on perceptual features of the task may account for low performance on cognitive tasks. (Author/RH).

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AN ED272279.
AU Hatch, J. Amos.
IN Ohio State Univ. Columbus. Coll. of Education. RUF67460.
TI Learning to be an Outsider: Peer Stigmatization in Kindergarten.
LG EN..
GS U.S. Ohio..
SN Spencer Foundation, Chicago, Ill. BBB06744.
IS RIEDEC86.
CH PS015909.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Research was supported by a grant from the Spencer Foundation.
YR 86.
MJ Antisocial-Behavior. Group-Dynamics. Kindergarten. Labeling-of-Persons.
MN Classroom-Research. Naturalistic-Observation. Participant-Observation. Peer-Acceptance. Self-Concept.
ID IDENTIFIERS: Naturalistic Research.
AB This naturalistic study provides a description and analysis of the processes through which 26 kindergarten students and a particular male student, called Lester, defined rules of social acceptability which stigmatized Lester as an "outsider". Findings are primarily based on 112 hours of recorded peer interaction and interviews conducted with teachers and students. As early observations and analyses were completed, the behavior of Lester and the behavior of other children toward Lester suggested that his relationships with his classmates were strained and difficult. During subsequent observations, attention was given to contexts in which Lester was involved and to reactions to his social behavior. Analysis of Lester's social behavior revealed three general kinds of behavior which breached peer norms and expectations in the classroom: aggression, teasing, and contact incompetence (poorly developed strategies for making positive social contact with peers). Classmates responded to Lester with snubs and by denying him entry into already established groups. In interviews and in classroom peer interaction, children talked about Lester as if his deviant status was taken for granted by the group. While the children did not knowingly construct the stigmatization of Lester, the impact of their treatment of him was potentially more devastating because his inferiority was assumed. Insofar as Lester accepted the correctness of that assumption he was learning to be an outsider. (RH).

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AN ED272278.
AU Hatch, J. Amos.
IN Ohio State Univ. Columbus. Coll. of Education. RUF67460.
TI Alone in a Crowd: Analysis of Covert Interactions in a Kindergarten.
LG EN..
GS U.S. Ohio..
SN Spencer Foundation, Chicago, Ill. BBB06744.
IS RIEDEC86.
CH PS015908.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
YR 86.
MJ Adjustment-to-Environment. Behavior-Patterns. Covert-Response. Interpersonal-Relationship. Kindergarten-Children. Peer-Relationship.
MN Classroom-Environment. Classroom-Research. Primary-Education.
ID IDENTIFIERS: Context Effect.
AB This paper reports findings from a naturalistic study of children's peer interactions in a kindergarten classroom. As the participant observation field-work of the study progressed, it became clear that

much of children's interaction in their kindergarten classroom was covert in nature. That is, it took place in classroom contexts defined as situations in which peer conversations were either forbidden or discouraged. The focus of the study was then directed toward the character of such situations and children's covert interactions within them. The findings describe contexts in which children's talking was officially limited and identify patterns of interaction children used in reaction to classroom limitations. Students' response patterns were classified into three domains: (1) forgetting expectations, (2) secret communications, and (3) exploring the limits. Each category of response is discussed as an example of children making secondary adjustments to institutional role expectations of the school. (RH).

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AN ED272277.
AU Hatch, J. Amos; Freeman, Evelyn B.
TI Evaluation of Kindergarten Students: An Analysis of Report Cards in Ohio Public Schools.
LG EN..
GS U.S. Ohio..
IS RIEDEC86.
CH PS015907.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143; 150.
LV 1.
NT 31p. ; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
YR 86.
MJ Expectation. Kindergarten. Report-Cards. Student-Evaluation.
MN Primary-Education. Public-Schools. State-Surveys.
ID IDENTIFIERS: Ohio. Theoretical Orientation. TARGET AUDIENCE: Practitioners. Policymakers.
AB This paper presents findings of an analysis of kindergarten report cards from Ohio public schools and discusses implications of the findings for policy makers, program planners, and curriculum supervisors. A total of 76 school districts were selected in a random sample of 331 which was stratified to represent 6 types of school districts. Data were analyzed to determine (1) how report cards were organized; (2) how information was reported; (3) what children were expected to know and to be able to do; and (4) what philosophies of early childhood education or theoretical orientations were evident. Findings in each of these areas are reported. The analysis led to three conclusions. First, there are specific skills that a kindergarten child is expected to master, with major emphasis being in the areas of work habits, reading readiness, and math readiness. Second, the push in Ohio public schools is toward an academically oriented kindergarten most heavily influenced by the behaviorist perspective. Third, the predominant marking systems present negative evaluations for the kindergarten child, assuming that a child can fail in the skills and behaviors expected of a kindergartener. Such a system, it is argued, further reinforces a behaviorist perspective in contrast to a maturationist or interactionist orientation. (RH).

INFORMATION TECHNOLOGIES

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AN ED272275.
AU McGarvey, Linda; And Others.
TI Microcomputer Use in Kindergarten and at Home: Design of the Study and Effects of Computer Use on School Readiness.
LG EN..
GS U.S. California..
IS RIEDEC86.
CH PS015905.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143.
LV 1.
NT 14p. ; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
YR 86.
MJ Academic-Achievement. Cognitive-Development. Kindergarten-Children. Microcomputers. School-Readiness.
MN Class-Activities. Home-Programs. Primary-Education. Student-Motivation.
AB The purpose of this study was to systematically examine the cognitive and social effects of the use of microcomputers with kindergarten children in the school and at home. Three schools received microcomputers for use in kindergarten classrooms and each student in one of the classrooms was provided a PCjr and educational software to use at home. Software used by the children consisted of games, simulations, and drill and practice programs that coincided with the goals of the kindergarten curriculum. Two additional schools served as control groups. It was hypothesized that computer-using classrooms would make larger academic gains than the other classes. It was also expected that the home use group would gain more than the classroom use only group. The impact of the use of microcomputers was assessed by a criterion referenced pre- and post-test based on the objectives of the school district's kindergarten curriculum guides. The test included subsections concerning reading readiness, mathematics, Piagetian cognitive operations, and keyboard knowledge. Findings indicated that the use of microcomputers in the classroom facilitated the acquisition of school readiness skills. When supplemented by concurrent computing activities at home, academic gains were even greater. No indication was found that computing experiences interfere with the normal cognitive development of preschoolers, and no gender-related differences in cognitive gains achieved were found. (RH).

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AN ED272272.
IN Southern Association on Children Under Six, Little Rock, Ark. BBB04885.
TI (Position Statement from the Southern Association on Children Under Six 1986.).
LG EN..
GS U.S. Arkansas..
IS RIEDEC86.
CH PS015865.
PR EDRS Price - MF01/PC01 Plus Postage.

PT 120.
LV 1.
NT 19p.
YR 85.
MJ Day-Care. Developmental-Programs. Kindergarten. Parent-School-Relationship. Preschool-Education. Public-Schools.
MN Child-Rearing. Early-Childhood-Education. Educational-Policy. Services.
AB Provided are four brief position statements of The Southern Association on Children Under Six concerning quality programs in public schools for children 4 years of age, supporting parents, quality child care, and developmentally appropriate educational experiences for kindergarten. The statement on public school preschool programs briefly describes characteristics of the 4-year-old, indicates aspects of a developmentally appropriate preschool program, provides a rationale for public preschool education, indicates preschool children's basic needs, suggests guidelines for the implementation of quality programs, and delineates the role of public schools in advancing appropriate experiences for 4-year-olds. The statement on parent support discusses what is known about quality family life and quality parenting, ways to help parents be effective, and plans to support parents. The statement on child care explores children's needs (1) to feel that their situation is a safe and comfortable place to be, (2) to be fully employed in activities that are meaningful to them, (3) to live comfortably with other children and adults, (4) to have their physical development supported and be helped to learn health, nutritional, and safety practices, and (5) to feel that there is consistency in their lives and a shared concern for them among parents and caregivers. Discussion of developmental experiences for kindergarten recommends beginning with the needs of children, suggests ways of designing learning environments to meet children's needs, and points out ways of assessing kindergarten children's development. (RH).

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AN ED272267.
AU Shepard, Lorrie A.; Smith, Mary Lee.
IN Boulder Valley Public Schools, CO. BBB24422.
TI Boulder Valley Kindergarten Study: Retention Practices and Retention Effects.
LG EN..
GS U.S. Colorado..
IS RIEDEC86.
CH PS015488.
PR EDRS Price - MF01/PC09 Plus Postage.
PT 143.
LV 1.
NT 216p.
YR 85.
MJ Educational-Benefits. Learning-Readiness. Parent-Attitudes. Retention-Psychology. School-Holding-Power. Teacher-Attitudes.
MN Chronological-Age. Educational-Policy. Educational-Research. Emotional-Adjustment. Grade-1. Kindergarten. Primary-Education. Reading-Achievement.
ID IDENTIFIERS: Boulder Valley Public Schools CO. Gesell School Readiness Test.

AB Having implemented a policy that allowed schools to retain children in kindergarten an extra year, the Boulder Valley Public School District in Colorado conducted a study to determine the cognitive and emotional benefits of retention in kindergarten and the characteristics that led to decisions about retention. The study involved a research review of existing literature, an examination of first grade outcomes, and interviews with parents and teachers to determine their perceptions about young children and their readiness for first grade. The study revealed that (1) the use of Gesell tests to make individual placement decisions cannot be defended on the basis of existing research; (2) the existing research does not show either academic or social-emotional benefit from retaining immature children; (3) the finding of no benefit on most measures and only a one-month gain in reading raises serious questions about the efficacy of an extra year in kindergarten; (4) data from parents did not indicate that there was an average benefit of retention or two-year kindergarten programs on children's academic progress; (5) diversity existed among the kindergarten teachers with respect to what they believed about child development and the best ways to educate young children; (6) beliefs about development were related to retention practices, and seemed to be shared within a school building; (7) kindergarten teachers believed retention and other two-year programs had benefits that outweighed their risks; and (8) teachers in the same school usually had very similar policies in terms of the kinds of pupil characteristics that should lead to kindergarten retention. It was concluded that two-year kindergarten programs are an ineffective solution to the problem of escalating expectations in kindergarten. Six pages of references are included. Appendixes contain a first-grade rating form for teachers, a parent interview schedule, coding categories for teacher interview analysis, and instructions for case reviews. (HOD).

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AN ED271968.
AU Trites, Ronald L.; Moretti, Patricia.
IN Ontario Dept. of Education, Toronto. SF068743.
TI Assessment of Readiness for Primary French Immersion. Grades Four and Five Follow-Up Assessment.
LG EN..
GS Canada. Ontario.
IS RIEDEC86.
NO RN: ISBN-0-7729-1213-0.
CH FL015828.
GV Foreign.
PR EDRS Price - MF01/PC08 Plus Postage.
PT 143.
AV Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6.
LV 1.
NT 190p. ; For grade one follow-up assessment, see ED 218 980.
YR 86.
MJ Academic-Achievement. Dropout-Characteristics. French. Immersion-Programs. Learning-Readiness. Student-Characteristics.
MN Academic-Persistence. Dropout-Research. Followup-Studies. Foreign-Countries. Grade-4. Grade-5. Intermediate-Grades. Kindergarten-Children. Primary-Education.

Second-Language-Programs.
ID IDENTIFIERS: Ontario.
AB This study reports the follow-up assessments of fourth- and fifth-grade students who had participated in a French immersion program beginning in kindergarten, and of students in the same grades who had not participated in immersion programs. The study was designed to assess the predictive validity of the early identification battery used for four-year-olds and the follow-up kindergarten battery for five-year-olds, and to compare characteristics of the children who had dropped out of the immersion program with those of children who had remained in it as high or low achievers. Of the original 200 four-year-old kindergarten students participating in the study, 138 remained in 1982 and 119 in 1983, most of whom were in the French immersion program in grades four and five. Others were in one grade higher or lower, some in the English or intensive French program by transfer or from the outset, and some in the bilingual program by transfer or from the outset. Detailed information is presented in tabular form with narration on the children's enrollment and progress patterns, teachers' advice concerning enrollment in the programs, teacher ratings, academic difficulties and special help, problems reported by teachers and parents, parent attitudes, achievement levels, and the predictive validity of early assessment variables. A 9-page bibliography concludes the document. (MSE).

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AN ED271961.
AU Genesee, Fred; And Others.
TI An Evaluation of Partial French Immersion in the Cincinnati Public Schools: The Kindergarten Year.
LG EN.
GS Canada: Quebec.
IS RIEDEC86.
CH FL015817.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 142.
LV 1.
NT 32p.
YR 86.
MJ French. Immersion-Programs. Kindergarten-Children. Program-Effectiveness. Social-Class.
MN Academic-Achievement. Educational-Status-Comparison. English. Language-Proficiency. Lower-Class-Students. Middle-Class-Students. Primary-Education. Program-Evaluation. Second-Language-Programs. Time-Factors-Learning.
ID IDENTIFIERS: Cincinnati Public Schools OH.
AB A program of partial (half-day) French immersion in the Cincinnati Public Schools was evaluated in the kindergarten year. The English and French language development of participating native English-speaking children from both working class and middle class backgrounds was assessed. The results indicated that (1) the pupils who spent half of their academic time in a foreign language progressed just as well in English as carefully matched control pupils who followed a conventional all-English program, and (2) socioeconomically disadvantaged children, both black and white, benefited as much as pupils from middle class homes from an

immersion-type introduction to a foreign language. The degree of progress made in French was not linked to the social class background of the pupils, even though this background factor clearly affected the students' performance on the English language tests. These results suggest that the immersion experience may help to diminish the effects of social class background. A 13-item reference list is included. Seven statistical tables are appended. (Author/MSE).

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AN ED271226.
AU Hoffman, Amy R.; Daniels, Susan J.
TI Reading and Reading Readiness Instruction: A Comparison of All-Day and Half-Day Kindergarten Practices.
LG EN.
GS U.S. Ohio.
IS RIENOV86.
CH PS015899.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143.
LV 1.
NT 10p.
YR 86.
MJ Beginning-Reading. Kindergarten-Children. Reading-Instruction. Reading-Readiness. Teaching-Methods.
MN Comparative-Analysis. Primary-Education.
ID IDENTIFIERS: Full Day Programs. Half Day Programs. Ohio.
AB This study surveyed all-day and half-day Ohio kindergarten teachers regarding their reading or reading readiness instructional practices. First grade teachers in the same schools assessed the preparation and experiences of their incoming students. A Chi Square analysis comparing all-day and half-day programs revealed more areas of similarity than difference. However, half-day programs placed more emphasis on basal reader materials and less emphasis on building background experiences than their all-day counterparts. First grade teachers reported a few skill and experience advantages for students who attended all-day kindergarten. The all-day kindergarten programs did not seem more likely than half-day programs to use methods and materials designed for older students and, in some ways, all-day kindergarten programs appeared to teach reading or readiness in a manner more appropriate for young children. (Author).

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AN ED271225.
AU Bell, David; And Others.
TI Kindergarten Curriculum Guide.
LG EN.
GS U.S. Arkansas.
IS RIENOV86.
CH PS015898.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 052.
LV 1.
NT 39p.
YR 85.
MJ Educational-Objectives. Elementary-School-Curriculum.

Kindergarten. Learning-Activities.
MN Art-Education. Health. Language-Arts. Mathematics-Curriculum. Music-Activities. Nutrition. Physical-Education. Play. Primary-Education. Science-Education. Social-Studies.
AB Preceded by a list of broad educational goals, subject areas of a kindergarten curriculum are specified generally in terms of domain-specific goals, skills, activities, and resources, and incidentally in terms of philosophy and suggested learning centers. Subject areas addressed include art, health and nutrition, language arts, math, music, physical education, social studies, play, and science. Concluding remarks briefly address the issues of testing and evaluating kindergarten children. (RH).

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AN ED271210.
AU Henderson, Phyllis; Paterno, JoAnna.
TI Body Awareness and Age as Predictors of Interpersonal Problem Solving Performance.
LG EN.
GS U.S. Kentucky..
IS RIENOV86.
CH PS015877.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 15p. ; Paper presented at the Regional Conference of the Southern Association for Children under Six (37th, Orlando, FL, March 5-8, 1986).
YR 86.
MJ Age-Differences. Interpersonal-Competence. Kindergarten-Children. Preschool-Children. Problem-Solving.
MN Computer-Software. Early-Childhood-Education. Performance-Factors. Predictor-Variables.
ID IDENTIFIERS: Body Awareness. Preschool Interpersonal Problem Solving Test. Self Awareness.
AB This study investigated whether physical self-awareness and age are significant predictors of interpersonal problem-solving ability in young children. A total of 84 preschool and kindergarten children were administered the Preschool Interpersonal Problem Solving Test and the Body Awareness (Part I) microcomputer program. A backward-stepwise multiple regression analysis revealed that physical self-awareness and age jointly have predictive value as a measure of interpersonal problem-solving ability. It was concluded that an increase in age does not necessarily predict an increase in interpersonal problem-solving performance. It was also concluded that an increase in body awareness may predict an increase in interpersonal problem-solving performance. A three-page list of references is included. (Author/RH).

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AN ED270233.
AU Perry, Martha Davis; Wolf, Dennie Palmer.
TI Mapping Symbolic Development.
LG EN.
GS U.S. Massachusetts.

SN Carnegie Corp. of New York, N.Y. QPX12280.
IS RIEOCT86.
CH PS015880.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 19p. ; Paper presented at the Annual Symposium of the Jean Piaget Society (16th, Philadelphia, PA, May 31, 1986).
YR 86.
MJ Age-Differences. Cartography. Elementary-School-Students. Individual-Development. Kindergarten-Children. Map-Skills.
MN Literacy. Primary-Education.
ID IDENTIFIERS: Symbolic Representation.
AB In an investigation of the development of mapping as distinct from drawing, 39 middle and lower class Cambridge, Massachusetts children in kindergarten and first- and second-grades were shown a small three-dimensional model town, asked to make a smaller, three-dimensional copy of the model, and then asked to make a map showing each item in the town and where it was located. Changes seen in the children's approach to the mapping problem can be described in terms of the following five trends: (1) an increased tendency to render all items on the model terrain, and those only; (2) a decrease in the amount of detail used in rendering items; (3) an increase in accuracy of spatial arrangement and orientation of map symbols; (4) an increased concern for proportion; and (5) a shift in drawing angle from canonical, or frontal perspective, to a birds-eye view. In general, findings suggest that it is important to teach children the differences between various forms of graphic representation, rather than ignoring them or leaving them implicit. Not to do so, it would seem, amounts to a subtle kind of educational inequality which may have a major impact on the development of literacy, as understood in its most encompassing and fundamental sense. (RH).

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AN ED270213.
AU Strand, Elizabeth; And Others.
TI A Descriptive Study Comparing Preschool and Kindergarten LOGO Interaction.
LG EN.
GS U.S. Texas.
IS RIEOCT86.
CH PS015845.
PR EDRS Price - MF01/PC03 Plus Postage.
PT 143; 150.
LV 1.
NT 54p. ; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
YR 86.
MJ Behavior-Patterns. Classroom-Communication. Computer-Assisted-Instruction. Interpersonal-Relationship. Kindergarten-Children. Preschool-Children.
MN Classroom-Observation-Techniques. Comparative-Analysis. Early-Childhood-Education. Language-Skills.
ID IDENTIFIERS: Collaborative Learning. LOGO System. Microethnography. TARGET AUDIENCE: Researchers.

AB Aware of some educators' concerns that computers isolate children and are too abstract for chilren under the age of eight, two studies investigated young children's use of LOGO and their interactions with the computer. Data were collected on kindergartners working in a public school computer lab and on preschoolers using computers in a university-based computer classroom. Using a case study approach, the analysis focused upon what two kindergarteners and two preschoolers said and did while computing. The findings revealed that for the kindergarten children, LOGO facilitated collaborative behavior and enhanced the expression of social and language skills. For the preschoolers, LOGO encouraged highly focused task-related behavior, but did not invite collaborative learning. (Author/HOD).

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AN ED269896.
IN Educational Research Service, Arlington, Va. FGK23985.
TI Kindergarten Programs and Practices in Public Schools. ERS Report.
LG EN.
GS U.S. Virginia.
IS RIEOCT86.
CH EA018507.
PR Document Not Available from EDRS.
PT 110; 143; 160.
AV Publication Sales, Educational Research Service, Inc. 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21724; $32.00).
LV 3.
NT 123p.
YR 86.
MJ Early-Childhood-Education. Kindergarten. Preschool-Teachers. School-Demography. School-Surveys.
MN Administrator-Attitudes. Attitude-Measures. Charts. Educational-Assessment. Elementary-Secondary-Education. Questionnaires. Tables-Data. Teacher-Attitudes.
ID IDENTIFIERS: Educational Research Service. TARGET AUDIENCE: Researchers.
AB This survey of American kindergarten programs and practices was conducted in April 1985 on a random sample of 2,965 schools nationwide. Survey instruments were mailed to one kindergarten teacher and to the principal in each of these schools, with a response rate of 36 percent for teachers (1,082) and 41 percent for principals (1,228). The teacher and principal instruments contained status questions concerning enrollment of school and school district, grades in school, number of teachers in school, region and community, and certification and educational requirements. In addition, survey items concerning age, sex, type of certification, and teaching experience were included in the teacher instrument in order to develop a profile of the typical kindergarten teacher. Both teachers and principals were asked questions about current programs and practices in their schools, and their opinions of the primary focus of the program, learning goals for kindergarten pupils, and the teaching of reading in kindergarten were also requested. Data are summarized in tables and charts for all respondents and for various subgroups based on kindergarten schedule (full day or half day), focus of program, community type, district enrollment, age of teachers, and region. The report is divided into the following sections: (1) demographics, (2) the kindergarten pupil, (3) schedule

of day, (4) the kindergarten program, (5) kindergarten personnel, and (6) administrative concerns. A technical note and references are included. (TE).

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AN ED269765.
AU Crenshaw, Shirley R.
TI A Semiotic Look at Kindergarten Writing.
LG EN.
GS U.S. Missouri.
IS RIEOCT86.
CH CS209678.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143.
LV 1.
NT 37p.
YR 85.
MJ Class-Activities. Semiotics. Writing-Processes. Writing-Research. Writing-Skills.
MN Classroom-Environment. Classroom-Observation-Techniques. Developmental-Stages. Kindergarten-Children. Parent-Attitudes. Primary-Education. Social-Influences. Student-Attitudes. Teacher-Attitudes. Teacher-Student-Relationship.
AB This study was designed to describe the signs that influence the literacy learning activities of kindergarten children as expressed in their writing performances and processes. A naturalistic inquiry was made of 24 kindergarten children to determine (1) observable differences in children's writing performances according to developmental progressions, sex, and free choice topics; (2) contextual signs that are available and used by the children in the process of producing written communication; and (3) the way children, their parents, and the teacher interpret writing as it relates to form, function, and process. Classroom observations, audio recordings of events, surveys, photographs, and interviews were combined with the children's writing samples to determine the application of semiotic analysis. The data revealed different writing progressions ranging from random scribbles to conventional spellings. The study of the social context indicated that peer involvement was the major influence on individual writing performances, with other factors including the teacher's instructional stance, the classroom arrangement, the schedule, and the available materials. The children, their parents, and the teacher responded to different criteria for rating written expression, but all respondents perceived writing to be necessary for learning. (Author/HOD).

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AN ED269754.
AU Teale, William H.; Martinez, Miriam.
TI Teachers Reading to Their Students: Different Styles, Different Effects.
LG EN.
GS U.S. Texas.
IS RIEOCT86.
CH CS008466.

PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 18p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (14th, San Antonio, TX, January 30-February 1, 1986).
YR 86.
MJ Discourse-Analysis. Reading-Aloud-to-Others. Reading-Research. Story-Reading. Teacher-Effectiveness. Teaching-Styles.
MN Classroom-Communication. Comparative-Analysis. Content-Analysis. Kindergarten. Primary-Education. Teacher-Behavior. Teaching-Methods.
ID IDENTIFIERS: Thinking Skills.
AB A survey of 14 leading language arts, children's literature, and reading methods books, as well as professional journal articles and other notable books on reading to children, yielded a total of eight recommendations made by more than half of the authors, including the following: (1) prepare by previewing the book, (2) read with expression, (3) observe and encourage children's responses, and (4) allow time for discussion after reading. However, recent observations of kindergarten teachers reading to their students suggest that these recommendations do not say enough to teachers and teacher educators about the "how" of storybook reading. Observations and transcripts of two kindergarten teachers reading aloud the same book were analyzed in light of the eight recommendations for effective storybook reading. The results did not distinguish between the two teachers. A deeper analysis of the teacher talk, however, indicated differences as well as similarities between the two readings. The amount of talk by teacher B was greater than that of teacher M overall, as well as before and during the reading, but not in the discussion after the reading. Teacher B focused much more upon asking inferential questions than did teacher M, who focused twice on the episode which contained the theme of the story, while teacher B's focus was broader, giving attention to many aspects of the story. While teacher M's talk concentrated mainly on the moral of the story, teacher B can better be characterized as focusing on thinking skills. (HTH).

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AN ED269720.
AU Ribowsky, Helene.
TI The Effects of a Code Emphasis Approach and a Whole Language Approach upon Emergent Literacy of Kindergarten Children.
LG EN.
GS U.S. New York.
IS RIEOCT86.
CH CS008397.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143.
LV 1.
NT 28p.
YR 85.
MJ Phonics. Reading-Instruction. Reading-Readiness. Reading-Research.
MN Comparative-Analysis. Kindergarten. Language-Experience-Approach. Primary-Education. Teaching-Methods. Writing-Readiness.

ID IDENTIFIERS: Emergent Literacy. Print Awareness. Whole Language Approach.
AB A year-long, quasi-experimental study investigated the comparative effects of a whole language approach and a code emphasis approach upon the emergent literacy of 53 girls in two kindergarten classes in an all girls' parochial school in the Northeast. Subjects in the experimental class received instruction in Holdaway's Shared Book Experience Program, a whole language approach, while subjects in the comparison class received instruction in Lippincott's Beginning to Read, Write, and Listen Program, a code emphasis approach. Emergent literacy--the concepts about reading and writing resulting from a child's first encounters with printed material--was divided into three subsets: linguistic, orthographic, and grapho-phonemic literacy. Posttest results for each of these literacy sets indicated a significant treatment effect favoring the whole language group. The results corroborated Holdaway's research, which indicated a high level of success with the Shared Book Experiences in comparison with a code emphasis approach. The study showed a naturalistic learning model to be structured and viable within a school instructional environment that was informal, relaxed, and supportive. (HTH).

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AN ED269155.
AU Metzger, Mary Ann; Freund, Lisa.
TI Rule-Governed and Contingency-Shaped Behavior of Learning-Disabled, Hyperactive, and Nonselected Elementary School Children.
LG EN.
GS U.S. Maryland.
IS RIESEP86.
CH PS015812.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 15p.; Paper presented at the Meeting of the Eastern Psychological Association (New York, NY, April 17-20, 1986).
YR 86.
MJ Contingency-Management. Elementary-School-Students. Hyperactivity. Learning-Disabilities. Performance-Factors. Student-Behavior.
MN Comparative-Analysis. Elementary-Education. Grade-2. Grade-4. Kindergarten-Children.
ID IDENTIFIERS: Instructions. Normal Children. Rule Governed Behavior.
AB The major purpose of this study was to describe the rule-governed and contingency-shaped behavior of learning-disabled, hyperactive, and nonselected elementary school children working on a computer-managed task. Hypotheses tested were (1) that the children would differ in the degree to which either instructions or external contingencies controlled their behavior, with the hyperactive children being more sensitive to external contingencies, the learning disabled children more sensitive to instructions, and the nonselected children responding somewhere between; and (2) that the hyperactive children would show more response inconsistency and inappropriate responding than the other two groups. Ranging in age from 94 to 132 months, subjects were 20 referred hyperactive and/or attention deficit disordered children, 20 second- and fourth-grade learning disabled children, and 20 second- and fourth-grade nonselected children. Ten

nonselected kindergarten children were involved in a concurrent developmental comparison study. Results revealed no interactions of diagnosis or grade with type of instructions. However, a fine-grained analysis of task performance yielded variables which discriminated grade levels and diagnostic categories. (RH).

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AN ED269142.
AU Perez, Mary Ann.
TI The Development and Implementation of a Program to Insure the Continuity of Parent Classroom Participation from Head Start to Kindergarten.
LG EN..
GS U.S. Florida.
IS RIESEP86.
CH PS015766.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 043; 141; 150.
LV 1.
NT 47p. ; Practicum Report, Nova University. Paper presented at the Annual Training Conference of the National Head Start Association (13th, Portland, OR, April 1-5, 1986).
YR 85.
MJ Educational-Improvement. Kindergarten. Parent-Participation. Parent-Workshops. Teacher-Workshops.
MN Motivation. Primary-Education. Training.
ID IDENTIFIERS: Continuity. Project Head Start. TARGET AUDIENCE: Practitioners.
AB The goal of this practicum was to continue parent classroom participation from Head Start to kindergarten. Questionnaire data indicated that, while 27 percent of parents volunteer regularly in Head Start, only 8 percent volunteer regularly in kindergarten. To increase parent participation in kindergarten, Head Start parents and kindergarten teachers attended workshops designed to train and motivate participants to work effectively together. Objectives of the practicum were met: Head Start parents and kindergarten teachers made a written commitment to increase parent participation in the kindergarten classroom. Appended are (1) the parents' questionnaire; (2) the kindergarten teachers' questionnaire; (3) a checklist of ways parents can participate in the kindergarten classroom; (4) a form assessing kindergarten teachers' intentions regarding parent participation; (5) a questionnaire for former Head Start parents with children currently in kindergarten; (6) findings; (7) suggestions for increasing parent participation in kindergarten; (8) and a school readiness checklist. (Author/RH).

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AN ED269135.
IN Minnesota Curriculum Services Center, White Bear Lake; Minnesota State Dept. of Education, St. Paul. BBB20834; NSD52650.
TI Kindergarten Excellence: Knowledge and Competencies of Kindergarten Teachers.
LG EN..
GS U.S. Minnesota..
IS RIESEP86.

CH PS015754.
GV State.
PR EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PT 052.
AV Minnesota Curriculum Services Center, 3554 White Bear Avenue, White Bear Lake, MN 55110-5496 (Catalog No. E-710, $5.75; 10 or more copies, $3.75 each).
LV 2.
NT 129p. ; Prepared by the Minnesota Early Childhood Teacher Educators, Kindergarten Task Force.
YR 86.
MJ Competency-Based-Teacher-Education. Kindergarten. Preschool-Teachers. Preservice-Teacher-Education. Program-Development.
MN Curriculum-Enrichment. Early-Childhood-Education. Family-School-Relationship. Higher-Education. Teacher-Responsibility. Teaching-Guides. Teaching-Methods.
ID TARGET AUDIENCE: Teachers. Practitioners.
AB Written by the Minnesota Early Childhood Teacher Educators (MECTE), this booklet focuses on the knowledge and competencies needed by the kindergarten teacher. While the booklet is primarily addressed to college faculty for use in training pre-service kindergarten teachers, it can also be used as a resource for other college faculties, practicing kindergarten teachers, elementary teachers, and others. The booklet was developed specifically to address the following concerns: challenging current trends toward developmentally inappropriate curriculum content and practices; addressing the discrepancy between content in teacher education programs and children's experiences in kindergarten classrooms; examining the need for both commonality and uniqueness in college and university teacher education programs; evaluating current kindergarten practices; developing a comprehensive program for the preservice kindergarten teacher; and interpreting the kindergarten program to parents, administrators, and other educators. Topics covered include the following: an overview of kindergarten; curricular responsibilities; interpersonal responsibilities; and program responsibilities. (DST).

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AN ED268948.
IN District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance. BBB20139.
TI Educational Technology. E.C.I.A. Chapter 2. Final Evaluation Report.
LG EN..
GS U.S. District of Columbia..
IS RIESEP86.
CH IR012000.
PR EDRS Price - MF01/PC03 Plus Postage.
PT 142; 160.
LV 1.
NT 54p. ; For an earlier evaluation report, see ED 259 713.
YR 85.
MJ Computer-Literacy. Educational-Television. Evaluation-Methods. Instructional-Improvement.
MN Computer-Software. Educational-Technology.

Elementary-Secondary-Education. Evaluation-Utilization. Grade-7. Interviews. Kindergarten. Mathematics-Education. Questionnaires. School-Surveys. Science-Education. Worksheets.
ID IDENTIFIERS: District of Columbia. Education Consolidation Improvement Act Chapter 2. TARGET AUDIENCE: Policymakers.
AB The Planning, Monitoring and Implementing (PMI) Evaluation Model for Decision-Making was used by the District of Columbia Public Schools to monitor the efforts of their Office of Educational Technology in providing direction and coordination for computer related activities, and in planning and implementing educational television (ITV) projects in mathematics and science. The target population included seventh grade mathematics and science students and teachers in eight pilot schools for the seventh grade Mathematics and Science Project, and kindergarten students and teachers in 15 schools for the Writing-to-Read project. Included are: (1) project summary and findings; (2) background and project objectives; (3) a description of the project; (4) the external evaluation design; (5) the program results; and (6) appendices. Appended materials include the evaluation model schema; summaries of teachers' implementation of the Writing-to-Read Program based on a configuration checklist and levels-of-use interviews; and results of teacher questionnaires on the Writing-to-Read program, including writing and typing components, classroom management questions, and teacher aide questions. Findings show that while there is little empirical evidence to evaluate its implementation, the ITV project seems to be functioning well; in addition, the majority of Writing-to-Read teachers are implementing the program in an ideal fashion and students have responded favorably to it. (JB).

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AN ED268540.
AU Holmes, Julia Goolsby.
TI Writing in Kindergarten Classrooms: A Report of an Experimental Study of the Effects of Independent Writing Time and Exposure to a Writing Role Model on Selected Kindergarten Children.
LG EN..
GS U.S. Alabama.
IS RIESEP86.
CH CS209661.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143.
LV 1.
NT 18p.
YR 85.
MJ Kindergarten. Reading-Readiness. Writing-Composition. Writing-Research.
MN Concept-Formation. Primary-Education. Reading-Writing-Relationship. Role-Models. Vocabulary-Development.
ID IDENTIFIERS: Print Awareness.
AB A study examined whether there were any differences in the concepts about print, writing vocabulary, and prereading performance of selected kindergarten children who were provided with (1) independent writing time and exposure to a writing model in the school environment, (2) independent writing time without the writing role model, and (3) neither the independent writing nor the writing role model. Subjects, 72 kindergarten students in a school in Jasper,

Alabama, were placed randomly in one of the three groups and received one of the three treatments over a six-week period. All subjects were posttested within two weeks following the treatment period using all three measures. The results of the posttest indicated that independent writing time is conducive to children's acquisition of concepts about printed language, which occurred through creative expression during independent writing time without direct, formal instruction. However, a writing role model did have positive results on children's writing vocabulary performance. Finally, independent writing time, with or without exposure to a writing role model, did not improve performance significantly in prereading skills. (HTH).

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AN ED268489.
AU Meyer, Linda A.; And Others.
IN Bolt, Beranek and Newman, Inc. Cambridge, Mass; Illinois Univ. Urbana. Center for the Study of Reading. BBB14200; MGG06460.
TI A Look at Instruction in Kindergarten: Observations of Interactions in Three School Districts. Technical Report No. 383.
LG EN..
GS U.S. Illinois.
SN National Inst. of Education (ED), Washington, DC. EDN00001.
IS RIESEP86.
NO CN: 400-81-0030.
CH CS008382.
PR EDRS Price - MF01/PC04 Plus Postage.
PT 143; 150.
LV 1.
NT 91p.; Paper presented at the Annual Meeting of the National Reading Conference (34th, St. Petersburg, FL, November 28-December 1, 1984). Parts of appendices may not reproduce clearly.
YR 85.
MJ Beginning-Reading. Kindergarten. Reading-Programs. Reading-Research. Teacher-Behavior.
MN Class-Activities. Classroom-Environment. Classroom-Observation-Techniques. Comparative-Analysis. Interaction. Literacy. Primary-Education. Program-Effectiveness. Reading-Ability. Teacher-Effectiveness. Teacher-Student-Relationship.
ID IDENTIFIERS: Full Day Programs. Half Day Programs.
AB Kindergarten children in three school districts were observed to measure the variance in their abilities upon entering school as well as the variance in the literacy-related instruction they received. The school districts differed in their early childhood education philosophies, as reflected in their kindergarten programs, their choices of materials, and the ways teachers grouped students. The primary goal of the classroom observation system was to measure the time teachers spent in various activities throughout a typical school day and to record sequentially each teacher-initiated instructional interaction, instructional interaction in terms of to whom it was directed, any feedback teachers gave to student responses, and the praise and corrective statement interactions that teachers initiated to manage their classes. Results showed that teachers of half-day kindergarten programs provided more literacy-related and content area instruction than did teachers of whole-day classes. This suggests that instead of focusing on whether school districts should move to

whole-day instead of half-day kindergarten programs, it may be more important to study systematically not only what is actually happening in a variety of programs, but also the long-term effects of various kindergarten programs with an academic focus versus programs that are individualized for teachers and students. (Appendixes include selected pages from the reading materials used.) (HOD).

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AN ED267933.
IN Oregon State Board of Education, Salem; Oregon State Dept. of Education, Salem. BBB02126; SJJ69450.
TI Kindergarten Handbook. For Oregon Public Schools.
LG EN.
GS U.S. Oregon..
IS RIEAUG86.
CH PS015749.
GV State.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 055.
LV 1.
NT 37p.
YR 85.
MJ Curriculum-Development. Educational-Administration. Kindergarten. Program-Implementation. State-Programs.
MN Articulation-Education. Early-Childhood-Education. Educational-Planning. Grade-Repetition. Parent-Participation. Program-Descriptions. Program-Evaluation. Public-Schools. Staff-Development. State-Standards.
ID IDENTIFIERS: Oregon. TARGET AUDIENCE: Administrators. Teachers. Practitioners.
AB This handbook contains supportive materials related to administering, planning, and evaluating public kindergarten programs. The main contents of the handbook include information on administering a public kindergarten and planning the kindergarten curriculum. The foreword stresses that the curriculum section is not a complete design but is intended to provide resources to stimulate districts to develop programs responsive to particularized needs. Specific areas covered under administration include the following: administrative steps; staffing; staff development; parent involvement; retention; continuity between grades; self-evaluation; and program implementation. Planning the curriculum includes the following topics: the instructional program; the academic program; and state textbook requirements. Oregon state standards for public school kindergarten also are provided. (DST).

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AN ED267932.
AU Keller, Carol.
TI Improving Basic Skills in Low Achieving Kindergarten Students through Supervised Learning Centers.
LG EN.
GS U.S. Florida.
IS RIEAUG86.
CH PS015748.
PR EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PT 043; 143.
LV 2.
NT 80p. ; Practicum Report, Nova University.
YR 85.
MJ Individualized-Instruction. Kindergarten-Children. Learning-Activities. Learning-Centers-Classroom. Low-Achievement. Tutoring.
MN Basic-Skills. Learning-Problems. Primary-Education. Volunteers. Volunteer-Training.
ID TARGET AUDIENCE: Practitioners.
AB Because low achieving kindergarten children attending a neighborhood school in the South Area of the Dade County Public School System were experiencing difficulty during independent work periods, a practicum study was designed to improve their basic skills by providing closely supervised visual, manipulative, language, and listening activities. Goals of the practicum were: (1) to significantly improve cognitive learning in a selected group of low achieving kindergarten students; (2) to improve students' independent work skills and their use and care of materials; and (3) to promote a positive attitude toward learning. To achieve these objectives a closely supervised learning center was set up in the kindergarten classroom. All practice and reinforcement activities conducted in the center were directly related to basic skills concepts being taught. Positive methods of recording and rewarding good performance were developed, and cognitive growth was monitored by pre- and posttesting of grade level basic skills. Observational data was collected to determine growth in affective behavior. Findings indicate that performance standards were met for all goals of the practicum. Evidence was found of significantly increased learning, as well as growth in independent work skills and affect. Appended materials include the parent survey, the skills assessment instrument, the survey for kindergarten and first grade teachers, and other materials related to the study. (Author/RH).

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AN ED266879.
AU Gabbard, Carl; LeBlanc, Betty.
TI Health-Related Fitness and Young Children.
LG EN..
GS U.S. Texas.
IS RIEJUL86.
CH PS015692.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 120; 052.
LV 1.
NT 9p.
YR 86.
MJ Kindergarten-Children. Physical-Fitness. Physical-Health. Preschool-Children.
MN Early-Childhood-Education. Physical-Activities. Scheduling.
AB Because research indicates that American youth have become fatter since the 1960's, the development of fitness among young children should not be left to chance. Simple games, rhythms, and dance are not sufficient to insure fitness, for, during the regular free play situation, children very seldom experience physical activity of enough intensity to promote cardiovascular fitness. Fortunately,

something can be done. The Health-Related Physical Fitness Test, inaugurated in 1980 by the American Alliance for Health, Physical Education, Recreation and Dance, emphasizes a philosophy which focuses upon good health and disease prevention. Aspects of the philosophy include cardiovascular endurance, muscular endurance, flexibility, and balanced body composition. Basic benefits of health-related physical activity are numerous. Included in this document are a guide for planning fitness activities in daily lessons, examples of activities for enhancing fitness among young children, and a weekly plan with illustrative activities. (RH).

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AN ED266877.
AU Arnold, Genevieve Hunter.
TI An Interpretive Analysis of Teacher Expectations in Early Childhood Education.
LG EN..
GS U.S. North Carolina..
IS RIEJUL86.
CH PS015690.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143.
LV 1.
NT 17p.
YR 85.
MJ Curriculum-Development. Early-Childhood-Education. Stereotypes. Teacher-Attitudes. Teacher-Student-Relationship. Young-Children.
MN Academic-Achievement. Classroom-Environment. Grade-1. Kindergarten.
ID IDENTIFIERS: Teacher Expectations.
AB The purpose of this study was to broaden the existing field of teacher expectation research by answering the following questions about teacher expectations: (1) How do teachers in early childhood education develop expectations for student success and failure within the classroom social system? (2) What are the stereotypes of the "good" and "bad" student? (3) How are these expectations and stereotypes reflected in the daily life of young children? and (4) How do teacher expectations for the model or ideal student affect the development and implementation of the basic curriculum? Investigators observed the phenomenon of teacher expectations in kindergarten and first grade classes, interviewed teachers, and conducted group interviews with the students. They concluded that (1) the formation and maintenance of teacher expectations were influenced significantly by (a) personal and past history of teachers and students, (b) traditional role descriptions of teachers, students, and the curriculum, and (c) society and individual needs; (2) the stereotypes of the "good" and "bad" student were strongly related to teacher expectations for the model student; (3) teacher expectations strongly influenced the daily activities of young children in the classroom; and (4) the teacher's ideal student profile and the curriculum influenced and shaped each other. Recommendations include directions for future research and the identification of a personal conceptual framework for curriculum development. Appendices include methodology and questions used in teacher and student interviews. (DST).

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AN ED266862.
IN Chicago Public Schools, Ill. JIM13950.
TI Meeting the National Mandate: Chicago's Government Funded Kindergarten Programs. Evaluation Report--Fiscal 1984.
LG EN..
GS U.S. Illinois.
IS RIEJUL86.
CH PS015658.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 142.
LV 1.
NT 33p.
YR 85.
MJ Federal-Programs. Kindergarten. Primary-Education. Program-Evaluation. Young-Children.
MN Academic-Achievement. Educational-Environment. Grade-1. Inservice-Teacher-Education. Local-Issues. Parent-Participation. School-Districts. Teacher-Attitudes. Time-Management.
ID IDENTIFIERS: Chicago Public Schools IL. Full Day Programs. Half Day Programs.
AB This is a report on government-funded kindergarten programs that were conducted in 1983-84 in more than 110 Chicago schools, most of them in poverty areas. Three funding sources and various instructional models are included in this assessment. The programs differed in format, including half day and all day programs, and in class size. Funds came from the Education Consolidation and Improvement Act (ECIA) Chapters 1 and 2 and from the Office of Equal Educational Opportunity (OEEO). A comparison group of similar schools with no additional funds for kindergarten also was included in this study. This evaluation discusses the effect of class size, compares half day and all day programs, and addresses the issues of inservice training, the learning environment, parent involvement, time use, teacher perceptions, student achievement, and first grade progress. Analysis of the data for this study has led to an intense look across programs at two specific variables: length of school day and pupil/teacher ratio. The final conclusions emphasize the quality and quantity of teacher time spent with children, the length and use of instructional time as critical in successful kindergarten performance, and preferred pupil/teacher ratios. The report also recommends that because the concept of all day kindergarten is still in the developmental stage, care must be taken to create guidelines for its implementation. Tables summarizing data obtained are included throughout the report. (DST).

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AN ED266582.
AU McCarthy, Patricia; And Others.
TI Peer Perceptions of Kindergarten and First-Grade Hearing Aid Wearers.
LG EN..
GS U.S. Georgia.
IS RIEJUL86.
CH EC181746.
PR EDRS Price - MF01/PC01 Plus Postage.

PT 150; 143.
LV 1.
NT 13p. ; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (12th, Washington, DC, November 22-25, 1985).
YR 85.
MJ Hearing-Aids. Hearing-Impairments. Student-Attitudes.
MN Kindergarten. Primary-Education.
AB Attitudes of 50 kindergarten and 50 first grade students with normal hearing toward peers wearing hearing aids were examined. Students viewed eight pictures depicting children in various conditions of hearing aid use (standard body aid, post-auricular aid, in-the-ear aid, and no hearing aid). For each picture, Ss were given nine sets of bipolar adjectives and asked to make a choice for each. Results suggested that the presence or absence of a hearing aid was not perceived uniformly but rather differed for individual conditions according to whether the respondent was a kindergartener versus a first grader or male versus a female. It was hypothesized that responses may have been based on physical attributes of the children in the picture. (CL).

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AN ED266442.
AU Mason, Jana; And Others.
IN Bolt, Beranek and Newman, Inc. Cambridge, Mass; Illinois Univ. Urbana. Center for the Study of Reading. BBB14200; MGG06460.
TI Testing Kindergarten Children's Knowledge about Reading. Technical Report No. 368.
LG EN.
GS U.S. Illinois.
SN National Inst. of Education (ED), Washington, DC. EDN00001.
IS RIEJUL86.
NO CN: 400-81-0030.
CH CS008344.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143.
LV 1.
NT 35p.
YR 86.
MJ Early-Reading. Knowledge-Level. Prior-Learning. Reading-Research. Reading-Tests. Test-Reliability.
MN Beginning-Reading. Comparative-Analysis. Kindergarten-Children. Metacognition. Primary-Education. Reading-Strategies. Story-Telling.
ID IDENTIFIERS: Early Reading Test.
AB Two contrasting kindergarten reading programs (book-focused and letter-focused) were chosen for a study that evaluated the ability of the Early Reading Test to probe children's knowledge of stories as well as letters, sounds, and words. The test also evaluated the kinds of strategies children use to attempt reading tasks and, through interview questions, determined children's awareness about reading and how they are learning to read. Although results indicated small between-school differences, the large within-school differences suggested that the test may be a useful diagnostic instrument for teachers. (Included are (1) a description of the following reading tasks: upper-case letter naming and printing, spelling, reading sign and label words, reading pseudowords, and common book words, reading pictured labels, reading simple stories, and telling and retelling stories; (2) a discussion of interview questions used to assess children's awareness of how to read; and (3) case studies of the out-of-school literacy experiences of two children from each of the contrasting instructional settings.) (HOD).

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AN ED266424.
AU Linn, Robert L.; Meyer, Linda A.
IN Bolt, Beranek and Newman, Inc. Cambridge, Mass; Illinois Univ. Urbana. Center for the Study of Reading. BBB14200; MGG06460.
TI Kindergarten Instruction and Early Reading Achievement. Technical Report No. L-4.
LG EN.
GS U.S. Illinois.
SN National Inst. of Education (ED), Washington, DC. EDN00001.
IS RIEJUL86.
NO CN: 400-81-0030.
CH CS008319.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143; 150.
LV 1.
NT 27p. ; Paper presented at the Annual Meeting of the National Reading Conference (34th, St. Petersburg, FL, November 28-December 1, 1984). Figure 3 contains small print.
YR 85.
MJ Feedback. Reading-Achievement. Reading-Instruction. Reading-Research. Teacher-Effectiveness. Time-on-Task.
MN Kindergarten. Primary-Education. Reading-Skills. Reading-Strategies. Teacher-Behavior. Teacher-Influence. Teaching-Methods. Teaching-Styles.
AB The relationship of the amount of classroom time devoted to reading instruction, the number of reading related activities, and teacher instruction feedback to reading achievement at the end of kindergarten was investigated for a sample of approximately 300 children in 14 kindergarten classrooms at three schools. Based on nine rounds of full-day observations, it was found that there are great between- and within-class differences in the amount and type of reading instruction received by the kindergarten children. These differences were strongly related to student decoding ability in the spring after controlling for fall achievement. Future analyses of the continuing longitudinal follow-up of these children will investigate the degree to which these differences in early reading achievement are reflected in later reading comprehension differences. (Tables of findings are included.) (Author/EL).

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AN ED265973.
AU Schnobrich, Janice.
TI Implementation of a Program of Prosocial Behavior in an Inner City Kindergarten Classroom.
LG EN.
GS U.S. Florida.

IS RIEJUN86.
CH PS015642.
PR EDRS Price - MF01/PC03 Plus Postage.
PT 043; 142.
LV 1.
NT 58p. ; Practicum Report, Nova University.
YR 85.
MJ Black-Youth. Inner-City. Kindergarten-Children. Primary-Education. Prosocial-Behavior. Student-Behavior.
MN Behavior-Problems. Discipline. Interpersonal-Competence. Modeling-Psychology. Social-Studies. Units-of-Study.
AB This paper describes a social studies unit which addresses the problem of cultural dissonance in black, inner city kindergarten children who enter school without adequate classroom social interaction skills. In order to avoid using extensive academic time to orient children toward cooperative behavior and discipline procedures throughout the school year, step-by-step intervention program to promote prosocial behavior is offered. The program consists of modeling by an authority figure, practice of modeled behavior, video taping of the practice, and viewing the video tapes on a weekly basis for a period of ten weeks. Procedures for implementing the curriculum unit, as well as its setting, general goals, objectives, solution strategy, and calendar for implementation, are described in the body of the paper. A final chapter gives results, conclusions, and recommendations. (Author/DST).

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AN ED265957.
AU Piper, Terry.
TI A Tale of Two Learners.
LG EN..
GS Canada. Alberta..
IS RIEJUN86.
CH PS015618.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143.
LV 1.
NT 43p. ; Appendix contains small print.
YR 86.
MJ Educational-Environment. Kindergarten-Children. Language-Proficiency. Personality. Second-Language-Learning.
MN Case-Studies. Comparative-Analysis. Comprehension. English-Second-Language. Foreign-Countries. Language-Fluency. Primary-Education.
ID IDENTIFIERS: Accuracy. Alberta.
AB This paper describes accounts of two kindergarten-aged children learning English as a second language (ESL) to demonstrate that exposure is a necessary but not a sufficient condition for acquiring a second language. The 10-month histories of "L," a quick and highly successful learner, and "M," a less successful, much slower learner, illustrate how proficiency in the native language, the school environment, and personality factors interact in the acquisition of a second language by young children. These three determining factors are discussed in detail. Extensive within-subject and cross-subject comparisons of language comprehension, accuracy, and fluency are made

with data obtained from responses to the 21 questions of the Bilingual Syntax Measure, a test sometimes used to assess the English language proficiency of primary school students. It is concluded that the majority of ESL children entering school are neither as proficient at language learning as "L" nor as slow as "M". While the different abilities and different backgrounds ESL students bring to the task of language learning are beyond the teacher's control, teachers can provide a school environment that is supportive, linguistically rich, and that encourages the use of language which serves the functions of basic interpersonal communication. (Author/RH).

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AN ED265947.
AU Jaworski, Anne Porter; Riley, Stephanie Mueller.
TI When Curriculum Does Not Match Readiness.
LG EN..
GS U.S. Michigan.
IS RIEJUN86.
CH PS015603.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 8p. ; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
YR 85.
MJ Elementary-School-Students. Parent-Attitudes. School-Entrance-Age. Student-Attitudes. Teacher-Attitudes.
MN Academic-Achievement. Demography. Elementary-Education. Grade-Repetition. Kindergarten. Longitudinal-Studies. Questionnaires. Self-Esteem. Student-Adjustment.
ID IDENTIFIERS: Developmental Placement.
AB To evaluate the long term impact of developmental placement, a longitudinal study was initiated with over 500 subjects from a variety of school settings across the state of Michigan. Three groups of subjects were selected: (1) children recommended for a "growth year" before entering kindergarten who followed the recommendation, thus delaying entry to kindergarten for 1 year; (2) children similarly recommended who did not follow the recommendation, thus entering kindergarten at the expected chronological age; and (3) a control group of randomly selected classmates. Questionnaires for parents, teachers, and children covered demographic information, school adjustment, school achievement, and self-esteem information. Results from the fourth year of this study on the effects of giving children a growth year are presented here. Parents indicate that they made the right decision, and would recommend a growth year to friends with children in similar circumstances. Questionnaires with responses are included. (RH).

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AN ED265939.
AU Blankenship, Mary L.
TI Kindergarten Children's Perceptions of Classroom Rules.
LG EN..

GS U.S. Texas.
IS RIEJUN86.
CH PS015590.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143.
LV 1.
NT 18p.
YR 85.
MJ Classroom-Environment. Discipline. Kindergarten-Children. Student-Attitudes.
MN Interviews. Primary-Education. Punishment.
ID IDENTIFIERS: Qualitative Research. Rules and Regulations.
AB Concern for discipline has resulted in an emphasis on school rules and enforcement in many school districts. In order to begin to understand children's perceptions of classroom rules, the teacher and 18 children in one kindergarten class were interviewed about (1) what the rules in their classroom actually were; (2) what the punishments were; and (3) how they knew what the rules were. Although details of the rules varied considerably, responses fell within 10 general categories, with agreement between children and teacher by category on 71 percent of the rules. Children's perceptions of punishments did not reflect actual reported teacher behavior but instead emphasized a single dramatic incident as representative. Rules were learned by observation of the consequences, not by teacher instruction. (Author/RH).

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AN ED265523.
AU Andrews, Jean F.
IN Bolt, Beranek and Newman, Inc. Cambridge, Mass; Illinois Univ. Urbana. Center for the Study of Reading. BBB14200; MGG06460.
TI Deaf Children's Acquisition of Prereading Skills Using the Reciprocal Teaching Procedure. Technical Report No. 350.
LG EN..
GS U.S. Illinois.
SN National Inst. of Education (ED), Washington, DC. EDN00001.
IS RIEJUN86.
NO CN: 400-81-0030.
CH CS008303.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143.
LV 1.
NT 27p. ; Portions of this paper were presented at the Meeting of the Council of American Instructors of the Deaf (St. Augustine, FL, June 22, 1985).
YR 85.
MJ Deafness. Modeling-Psychology. Reading-Research. Reading-Skills. Teacher-Student-Relationship. Teaching-Methods.
MN Concept-Formation. Grade-1. Interaction. Kindergarten-Children. Primary-Education. Sign-Language. Theory-Practice-Relationship.
ID IDENTIFIERS: Prereading Skills.
AB As part of a larger study on the levels experienced by deaf children in acquiring knowledge about printed letters, words, and stories, an investigation was undertaken to discover the effects of a reciprocal teaching method on deaf children's learning of four prereading skills--finger spelling, book reading, story reciting, and word recognition. Subjects, 23 prelingually deaf kindergarten and first grade students with severe-to-profound and profound hearing losses, met in groups of five or six for 30 minutes each week with the teacher. The teacher read and signed an experimental storybook containing three to five new words in a picture context with a manual sign illustration. After discussing the new signs, the children performed a number of activities involving the four target skills. In addition, the children took the books home to read with siblings, parents, and friends. Gains made in prereading were measured through pretesting and posttesting. Results indicated that the reciprocal teaching procedure could build prereading skills in young deaf children. The training was beneficial for students with a wide range of abilities. (FL).

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AN ED265517.
AU Howard, Marilyn.
TI Using Oral-Motor Cues to Develop Phonemic Awareness in Kindergarten.
LG EN..
GS U.S. Idaho..
IS RIEJUN86.
CH CS008294.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 14p. ; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
YR 85.
MJ Auditory-Discrimination. Beginning-Reading. Phoneme-Grapheme-Correspondence. Phonemes. Reading-Research.
MN Aural-Learning. Kindergarten. Kindergarten-Children. Language-Acquisition. Reading-Achievement. Reading-Instruction. Teaching-Methods. Visual-Learning.
ID IDENTIFIERS: Auditory Discrimination in Depth Program.
AB The Auditory Discrimination in Depth (ADD) program, an oral-motor approach to beginning reading instruction, causes students to become aware of the oral-facial characteristics of phonemes by calling conscious attention to the motor characteristics of each sound. This aspect of phoneme production is connected to visual and auditory cues to provide heightened sensory awareness of number, order, and identity of sounds in a spoken syllable. A study was conducted to examine if exposure to the ADD program in kindergarten would make a difference in students' first grade entry scores as measured by a standardized reading achievement test. Sixty-two kindergarten children in one school tracked consonant and vowel phonemes in syllables by using labels that identified the presence of each phoneme at a pre-grapheme level. Once children were aware of the sequence of phonemes on an auditory, oral-motor level, graphemes were introduced and the tracking of sounds was extended to spelling and reading. Results indicated that children who received ADD training entered first grade with better reading skills, as measured by the Woodcock Reading Mastery Tests, than did students who did not receive the training. (FL).

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AN ED265492.
AU Mason, Jana M.
IN Bolt, Beranek and Newman, Inc. Cambridge, Mass; Illinois Univ. Urbana. Center for the Study of Reading. BBB14200; MGG06460.
TI Kindergarten Reading: A Proposal for a Problem-Solving Approach. Technical Report No. 345.
LG EN..
GS U.S. Illinois.
SN National Inst. of Education (ED), Washington, DC. EDN00001.
IS RIEJUN86.
NO CN: 400-81-0030.
CH CS008250.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 120; 143.
LV 1.
NT 38p.
YR 85.
MJ Beginning-Reading. Kindergarten. Problem-Solving. Reading-Programs. Reading-Readiness. Teaching-Methods.
MN Classroom-Environment. Educational-Philosophy. Learning-Theories. Primary-Education. Schemata-Cognition.
AB Until recently, kindergartens were designed to foster a positive attitude toward school and provide a well-rounded development through the use of suitable play, art, and social activities. Unfortunately, many kindergarten programs have begun to rely on inappropriate materials and techniques taken from formal first-grade programs. Such programs reflect a skill-based perspective with activities and tasks hierarchically ordered. Instruction usually means the teacher presents a skill and then the children practice it on materials that are arranged by difficulty of words and sentences. An alternative approach is one that draws on the notion of reading as a thinking and understanding act and learning to read as a constructive, problem-solving process. This means that while children can be given information to learn and practice in a stepwise fashion, they must interpret the ideas and relate them to their own knowledge and experience. Three principles guide these alternative programs: (1) learning to read is supported when a classroom features familiar printed information and interesting literacy activities; (2) learning to read requires the use of diverse materials and a wide variety of tasks that are directly or indirectly related to reading, writing, speaking, and listening; and (3) learning to read is an active process. An eight-page reference list is appended. (HOD).

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AN ED265218.
AU Correro, Gloria C.; Turner, James S.
TI Self-Concept Measures of Kindergarten Children.
LG EN..
GS U.S. Mississippi..
IS RIEMAY86.
CH TM860085.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 150; 143.
LV 1.
NT 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 6-8, 1985).
YR 85.
MJ Academic-Achievement. Kindergarten-Children. Self-Concept. Self-Concept-Measures. Teacher-Attitudes.
MN Achievement-Tests. Correlation. Prediction. Preschool-Education. Preschool-Tests. Rating-Scales. Self-Evaluation-Individuals.
ID IDENTIFIERS: Martinek Zaichkowsky Self Concept Scale Children. Stanford Early School Achievement Test. TARGET AUDIENCE: Researchers.
AB Kindergarten children were administered a self-report self-concept test in order to investigate the relationship between self-concept and academic achievement. Their teachers' ability to predict what the children reported about their own self-concepts was also explored. Subjects were participants in the Cooperative Demonstration Kindergarten administered by a local school district and a university college of education. Classroom teachers administered the Stanford Early School Achievement Test II (SESAT II). Two weeks later, the researchers administered the Martinek-Zaichkowsky Self-Concept Scale for Children. Results of a correlation analysis indicated that self-concept scores were significant predictors of academic success. Teachers were able to accurately predict 40.5 percent of the self concept scores. They underestimated 52.1 percent and overestimated 7.4 percent. There was not a significant difference between predicted and actual self-concept scores; however, the teachers' underestimation was interesting as indicative of the conservative way in which they rated the children. (GDC).

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AN ED264980.
AU Hewes, Dorothy W.
TI Compensatory Early Childhood Education: Froebelian Origins and Outcomes.
LG EN..
GS U.S. California..
IS RIEMAY86.
CH PS015596.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 120.
LV 1.
NT 31p.
YR 85.
MJ Educational-History. Educational-Practices. Immigrants. Kindergarten. Outcomes-of-Education.
MN Curriculum. Developmental-Psychology. Early-Childhood-Education. Educational-Development. Poverty. Primary-Education. Religious-Factors.
ID IDENTIFIERS: Cultural Adjustment. Froebel (Friedrich). Nineteenth Century.
AB Froebelian kindergartens, popular in the United States during the late 1800's, were widely accepted as an effective way to assimilate immigrant children and their parents into the mainstream of the nation's culture. This paper focuses on the immigration patterns that led to an emphasis upon the educational system of Froebel, upon the effectiveness of the kindergarten programs, and upon the importance of nineteenth-century charity kindergartens in determining

the development of early childhood education and developmental psychology. It is argued that the long-term results of the charity kindergartens were more favorable for the benefactors than for the recipients, but that the curriculum as it was initiated was humanistic, child-centered, and appropriate within the "zeitgeist" of Victorian America. (Author/RH).

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AN ED264977.
AU Needlman, Gloria.
TI Instruments of Learning.
LG EN.
GS U.S. Illinois.
IS RIEMAY86.
CH PS015588.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 141.
LV 1.
NT 13p.
YR 86.
MJ Educational-Innovation. Enrichment-Activities. Kindergarten-Children. Music-Appreciation. Music-Education.
MN Elementary-School-Students. Primary-Education.
ID IDENTIFIERS: Artistic Performance.
AB Mini-concerts performed by older elementary school students were given in a kindergarten classroom to fill unscheduled time and to introduce children to musical instruments of the orchestra. Young players presented their instruments, explored their varied sounds, and shared their knowledge that the creation of music requires practice and effort, not only a desire to play. The concerts became significant to parents and younger siblings who participated in the events. Some school personnel took on new roles beyond their usual classroom involvement. Each 6-minute experience contributed greatly to an enriched kindergarten curriculum. (Author/RH).

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AN ED264976.
AU Biemiller, Andrew; And Others.
IN ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill. BBB16656.
TI Early Childhood Programs in Canada.
LG EN.
GS U.S. Illinois.
SN Office of Educational Research and Improvement (ED), Washington, DC. EDD00036.
IS RIEMAY86.
NO CN: 400-83-0021.
CH PS015584.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 071; 141.
LV 1.
NT 50p. ; To be published as a chapter in Current Topics in Early Childhood Education, Volume 7, 1987. Ablex Publishing Corporation, Norwood, NJ, Lilian G. Katz, Editor.
YR 85.

MJ Early-Childhood-Education. Educational-Trends. Outcomes-of-Education. Program-Descriptions. Social-Influences. Young-Children.
MN Cultural-Differences. Day-Care. Educational-Policy. Educational-Research. Family-Day-Care. Financial-Support. Foreign-Countries. Kindergarten. Nursery-Schools. Program-Administration. School-Age-Day-Care. School-Role.
ID IDENTIFIERS: Canada.
AB In order to describe early childhood care and education in Canada and to discuss some related political realities and issues, this overview paper is divided into four sections. The first section concerns the use and administration of early childhood programs, including some discussion of the cultural and linguistic realities confronted by Canadian early childhhod education and the variations in programs provided by the different provinces and territories. The second section describes current trends in care and educational programs, including the following: expansion of day care centers, licensed private home care, after school day care, and kindergarten for 4-year-olds; and exploration of the "family center" concept. Examined in the third section are two issues presently receiving attention in provincial and federal policy discussion and in research programs: How much and what kinds of day care should be provided? and, How much and what kinds of early childhood education should be provided? Finally, the fourth and fifth sections respectively provide a brief review of some Canadian research concerned with the study of social and cognitive development of young children and offer a discussion of future trends in early education in Canada. (DST).

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1 KINDERGARTEN.DE.
RESULT 3884

2 1987.YR.
RESULT 0

3 1 AND 87.YR.
RESULT 0

4 1 AND 86.YR.
RESULT 83

5 1 AND 85.YR.
RESULT 153

6 1 AND 84.YR.
RESULT 176

7 4 OR 5 OR 6
RESULT 412

8 1.MJ.
RESULT 741

9 8 AND 87.YR.
RESULT 0

10 8 AND 86.YR.
RESULT 14

11 8 AND 85.YR.
RESULT 40

12 8 AND 84.YR.
RESULT 40

13 10 OR 11 OR 12
RESULT 94

14 4 OR 5
RESULT 236

15 14 AND ED.AN.
RESULT 110

16 14 AND EJ.AN.
RESULT 126

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AN EJ342944.
AU Friedemann, Marie-Luise.

TI Family Economic Stress and Unemployment: Child's Peer Behavior and Parents' Depression.
SO Child Study Journal; v16 n2 p125-42 1986. 86.
LG EN..
IS CIJFEB87.
CH PS514565.
PT 080; 143.
YR 86.
MJ Child-Development. Childhood-Needs. Depression-Psychology. Financial-Problems. Peer-Relationship. Unemployment.
MN Behavioral-Science-Research. Emotional-Development. Kindergarten. Parent-Role. Poverty. Primary-Education. Social-Development.
ID IDENTIFIERS: Economic Stress. TARGET AUDIENCE: Researchers.
AB Shows that (1) fathers under economic stress were more likely to be depressed and have marital problems; (2) mothers had greater tendency to be depressed if marital relationship was stressed, regardless of economic situation; and (3) children of families with economic stress and other problems acted more withdrawn in the peer group or engaged in more acts of leadership. (HOD).

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AN EJ342930.
AU Gullo,.Dominic F.; And Others.
TI A Comparative Study of "All-Day," "Alternate-Day" and "Half-Day" Kindergarten Schedules: Effects on Achievement and Classroom Social Behaviors.
SO Journal of Research in Childhood Education; v1 n2 p87-94 Aug 1986. 86.
LG EN..
IS CIJFEB87.
CH PS514545.
PT 080; 143.
YR 86.
MJ Academic-Achievement. Kindergarten. Kindergarten-Children. Scheduling. Social-Behavior.
MN Comparative-Analysis. Early-Childhood-Education. Preschool-Teachers. Program-Length. Sex-Differences.
ID IDENTIFIERS: Alternate Day Programs. Full Day Programs. Half Day Programs.
AB Compares the relative effects of three different kindergarten schedules (all-day, half-day, alternating day) on 216 children's end-of-the-year achievement and prosocial classroom behaviors. All-day kindergarten children scored higher on achievement than the other groups. Alternating day kindergarten children were lower on negative social behavior factors. (Author/BB).

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AN EJ342575.
AU Judy, Judy.
TI Early Screening Is Essential for Educational Accountability: Response to Salzer and to Shepard and Smith.
SO Educational Leadership; v44 n3 p87-88 Nov 1986. 86.
LG EN..
IS CIJFEB87.
CH EA520514.

PT 080; 120.
AV UMI.
NT For related articles, see EA 520 512-515 (this issue).
YR 86.
MJ Developmental-Stages. Remedial-Programs. Screening-Tests. Staff-Development. Young-Children.
MN Early-Childhood-Education. Kindergarten. Learning-Theories. Primary-Education.
ID TARGET AUDIENCE: Practitioners. Policymakers. Researchers.
AB Responds to two articles in this "Educational Leadership" issue by Richard Salzer and by Lorrie A. Shepard and Mary Lee Smith that criticize overtesting and preoccupation with developmental differences in kindergarten-age children. Defends physical, sensory, and developmental assessment to help identify children's areas of strength and weakness. Advocates improving screening techniques and staff development. (MLH).

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AN EJ342574.
AU Shepard, Lorrie A.; Smith, Mary Lee.
TI Synthesis of Research on School Readiness and Kindergarten Retention.
SO Educational Leadership; v44 n3 p78-86 Nov 1986. 86.
LG EN.
IS CIJFEB87.
CH EA520513.
PT 080; 142; 070.
AV UMI.
NT For related articles, see EA 520 512-515 (this issue).
YR 86.
MJ Age-Differences. Cognitive-Development. Grade-Repetition. School-Readiness. Testing. Young-Children.
MN Kindergarten. Primary-Education.
ID TARGET AUDIENCE: Practitioners. Policymakers. Researchers.
AB Summarizes school readiness and retention research issues, including youngest first graders' performance, entrance age policies, voluntary decisions to wait an extra year, assessment of children's readiness, and the negative effects of kindergarten and first-grade retention. Concludes that age disadvantages are seldom serious and usually disappear by the third grade. Cites 52 references. (MLHH).

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AN EJ342573.
AU Salzer, Richard.
TI Why Not Assume They're All Gifted Rather Than Handicapped.
SO Educational Leadership; v44 n3 p74-77 Nov 1986. 86.
LG EN.
IS CIJFEB87.
CH EA520512.
PT 080; 141.
AV UMI.
NT For related articles, see EA 520 513-515.
YR 86.
MJ Behavioral-Objectives. Creative-Activities. Disadvantaged. Gifted. Testing. Young-Children.

MN Disabilities. Early-Childhood-Education. Kindergarten.
ID TARGET AUDIENCE: Practitioners.
AB Discusses a national trend toward overtesting and isolated skills testing of young children, an approach growing out of behavioral programs for the handicapped. Advocates treating all children as gifted and providing them with activities encouraging curiosity, creativity, independence, sensitivity, and self-expression. Includes nine references. (MLH).

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AN EJ342572.
AU Soderman, Anne K.; Phillips, Marian.
TI The Early Education of Males: Where Are We Failing Them.
SO Educational Leadership; v44 n3 p70-72 Nov 1986. 86.
LG EN.
IS CIJFEB87.
CH EA520511.
PT 080; 141.
AV UMI.
YR 86.
MJ Developmental-Stages. Early-Childhood-Education. Males. Sex-Differences. Young-Children.
MN Curriculum-Design. Kindergarten.
ID TARGET AUDIENCE: Practitioners.
AB Discusses four significant areas of gender differences that affect children's approach to formal education: psychosexuality, brain structure, developmental maturity, and academic achievement. Since young males lag in psychosocial development, teachers must learn to assess children's developmental abilities and plan suitable curricular activities for both sexes. Cites 10 references. (MLH).

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AN EJ342570.
AU McGarry, Thomas P.
TI Integrating Learning for Young Children.
SO Educational Leadership; v44 n3 p64-66 Nov 1986. 86.
LG EN.
IS CIJFEB87.
CH EA520509.
PT 080; 141.
AV UMI.
YR 86.
MJ Curriculum-Development. Early-Childhood-Education. Instructional-Innovation. Integrated-Curriculum. Kindergarten. Participative-Decision-Making.
MN Primary-Education. Staff-Development.
ID TARGET AUDIENCE: Practitioners.
AB Educators at Fairfax County Public Schools (Virginia) built on a first- and second-grade curriculum integration project at Jefferson County Public Schools (Colorado) by implementing a kindergarten instructional program with three integrated strands: motor development/music, mathematics/science, and language arts. The program's success hinged on staff participation and development. Includes five references. (MLH).

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AN EJ342567.
AU Brown, Mac H.; And Others.
TI Kindergarten Children Coming to Literacy.
SO Educational Leadership; v44 n3 p54-56 Nov 1986. 86.
LG EN.
IS CIJFEB87.
CH EA520506.
PT 080; 142.
AV UMI.
YR 86.
MJ Classroom-Environment. Literacy. Parent-Student-Relationship. Reading-Instruction. Small-Group-Instruction. Story-Reading.
MN Family-Environment. Kindergarten. Preschool-Education. Primary-Education. Young-Children.
ID TARGET AUDIENCE: Teachers. Administrators. Practitioners.
AB Recent research suggests that home story reading by parents may be more effective than the traditional group story reading in preschools and primary classes. Teachers should provide young children with shared book experiences to stimulate literacy interests in a familiar context and relaxed setting. Cites 27 references. (MLH).

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AN EJ342566.
AU McConnell, Beverly B.; Tesch, Stephanie.
TI Effectiveness of Kindergarten Scheduling.
SO Educational Leadership; v44 n3 p48-51 Nov 1986. 86.
LG EN.
IS CIJFEB87.
CH EA520505.
PT 080; 141.
AV UMI.
YR 86.
MJ Economically-Disadvantaged. Kindergarten. Language-Proficiency. Minority-Group-Children. Scheduling.
MN Academic-Achievement. Interpersonal-Competence. Primary-Education.
ID IDENTIFIERS: Conversation. Full Day Programs. Pasco School District WA. TARGET AUDIENCE: Teachers. Administrators. Parents. Practitioners.
AB Discusses the national trend toward full-day kindergarten scheduling and a 2-year experiment involving alternate-day and half-day programs in Pasco, Washington. Early findings show no significant differences in children's achievement, classroom study habits, or social skills. Poor and minority children benefit from increased conversational opportunities during full-day sessions. (MLH).

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AN EJ342564.
AU Schmitt, Donald.
TI Parents and Schools as Partners in Preschool Education.
SO Educational Leadership; v44 n3 p40-41 Nov 1986. 86.
LG EN.
IS CIJFEB87.
CH EA520503.

PT 080; 141; 055.
AV UMI.
YR 86.
MJ High-Risk-Students. Observation. Parent-Education. Parent-School-Relationship. School-Readiness. Young-Children.
MN Cost-Effectiveness. Early-Childhood-Education. Kindergarten. Preschool-Education. Teacher-Student-Ratio.
ID IDENTIFIERS: Mascoutah IL. Student Assistants. TARGET AUDIENCE: Practitioners. Parents.
AB Describes a successful, cost-effective program for at-risk preschoolers designed to improve youngsters' test scores and social habits and develop parents' skills. The Mascoutah, Illinois, program involves guided child observation by parents, individually designed home activities for kindergarten readiness, parent-child cooperation, and a high teacher-student ratio supported by student helpers. (MLH).

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AN EJ342562.
AU Doremus, Vivian P.
TI Forcing Works for Flowers, but Not for Children.
SO Educational Leadership; v44 n3 p32-35 Nov 1986. 86.
LG EN.
IS CIJFEB87.
CH EA520501.
PT 080; 141; 120.
AV UMI.
YR 86.
MJ Child-Development. Developmental-Psychology. Efficiency. School-Organization. School-Readiness. Young-Children.
MN Early-Childhood-Education. Kindergarten. Learning-Theories.
ID TARGET AUDIENCE: Practitioners. Policymakers.
AB Illustrating major points with specific examples (including a "Doonesbury cartoon), the main article faults schools' organizational efficiency and educators' ignorance of child development for forcing young children to work beyond their developmental readiness. An inset article presents the 19th century kindergarten as a haven for children to grow and cooperate. Both cite references. (MLH).

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AN EJ342561.
AU Brandt, Ronald S.
TI On Early Education: A Conversation with Barbara Day.
SO Educational Leadership; v44 n3 p28-30 Nov 1986. 86.
LG EN.
IS CIJFEB87.
CH EA520500.
PT 080; 120.
AV UMI.
NT For a related article, see EA 520 499 (this issue).
YR 86.
MJ Child-Development. Curriculum-Enrichment. Developmental-Stages. Enrichment-Activities. School-Readiness. Young-Children.
MN Administrator-Role. Early-Childhood-Education. Interviews. Kindergarten.

ID TARGET AUDIENCE: Administrators. Teachers. Practitioners.
AB Discusses two related early education issues: providing public school programs for younger children and serving children who do not do well in kindergarten. Recommends ungraded, child-centered developmental programs for all children from birth to age 9 and prekindergarten summer enrichment programs for children assessed at certain developmental stages. (MLH).

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AN EJ341582.
AU Miller, Gloria E.; Emihovich, Catherine.
TI The Effects of Mediated Programming Instruction on Preschool Children's Self-Monitoring.
SO Journal of Educational Computing Research; v2 n3 p283-97 1986. 86.
LG EN.
IS CIJJAN87.
CH IR515730.
PT 080; 143.
YR 86.
MJ Computer-Assisted-Instruction. Preschool-Children.
MN Comparative-Analysis. Kindergarten. Literature-Reviews. Pretests-Posttests. Primary-Education. Programing. Psychological-Studies. Research-Needs. Skill-Development.
ID IDENTIFIERS: Comprehension Monitoring. Computer Games. LOGO Programing Language. Mediated Instruction. TARGET AUDIENCE: Researchers.
AB The effects of mediated Logo programing instruction on preschoolers' comprehension monitoring performances were compared with a control group which received computer instruction via games designed to foster academic skills. Changes in self-monitoring were measured on verbal and nonverbal monitoring indexes during a referential communication task given before and after training. (MBR).

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AN EJ341213.
AU Stiff, Duane.
TI Year-Round School: Some Constraints to Consider.
SO Thrust for Educational Leadership; v16 n2 p12-14 Oct 1986. 86.
LG EN.
IS CIJJAN87.
CH EA520441.
PT 080; 142; 055.
NT Publication Sales, Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, CA 94010 (single issues: $3.50).
YR 86.
MJ Class-Organization. Extended-School-Year. School-Schedules. Shared-Facilities. Summer-Schools. Year-Round-Schools.
MN Elementary-Secondary-Education. Kindergarten.
ID IDENTIFIERS: California. TARGET AUDIENCE: Administrators. Teachers. Practitioners.
AB Poses six questions for administrators considering a year-round, multitrack school schedule. Discusses probable constraints concerning implementation levels, class organization, staff preparation, and impact on plant maintenance, summer school programs, and community relations. Classroom sharing and summer school present special difficulties; accommodating more students is the only positive feature. (MLH).

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AN EJ341135.
AU Gallup, Alec M.
TI The 18th Annual Gallup Poll of the Public's Attitudes toward the Public Schools.
SO Phi Delta Kappan; v68 n1 p43-59 Sep 1986. 86.
LG EN.
IS CIJJAN87.
CH EA520320.
PT 080; 143.
AV UMI.
YR 86.
MJ Comparative-Analysis. Drug-Use. Parent-Attitudes. Student-Problems.
MN Academic-Standards. Comparative-Testing. Educational-Finance. Educational-Objectives. Elementary-Secondary-Education. Government-School-Relationship. Homework. Kindergarten. Parent-School-Relationship. Parent-Student-Relationship. Parochial-Schools. Private-Schools. Problems. School-Choice. School-Community-Relationship. School-Effectiveness. Success. Teacher-Evaluation. Teacher-Salaries. Teacher-Shortage.
ID IDENTIFIERS: Acquired Immune Deficiency Syndrome (AIDS). Phi Delta Kappa Gallup Poll. TARGET AUDIENCE: Practitioners.
AB Reviews public responses to 18 questions about significant school issues, such as (1) the most important problems facing schools today, (2) support for antidrug measures in local schools, (3) rating the schools on success characteristics, (4) the goals of education, and (5) attitudes about AIDS. (IW).

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AN EJ338741.
TI Kindergarten Programs and Practices. ERS Staff Report.
SO Spectrum; v4 n2 p22-25 Spr 1986. 86.
LG EN.
IS CIJNOV86.
CH EA520126.
PT 080; 143; 070.
NT Copies of articles may be ordered from: Spectrum Editor, Educational Research Service, Inc. 1800 North Kent Street, Arlington, VA 22209. Single issues may be purchased for $10.00 while in stock.
YR 86.
MJ Educational-Objectives. Educational-Practices. Kindergarten. Parent-Participation.
MN Early-Childhood-Education. National-Surveys.
ID TARGET AUDIENCE: Researchers. Practitioners.
AB Responses of 1,228 elementary school principals and 1,082 kindergarten teachers to a nationwide study of kindergarten programs and practices are summarized in text and tables. Data include half-day vs. full-day schedules, class size, program descriptions, learning goals, activities to involve parents, and major problems. (MLF).

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AN EJ338710.
AU Piper, Terry.
TI Learning about Language Learning.
SO Language Arts; v63 n5 p466-71 Sep 1986. 86.
LG EN.
IS CIJNOV86.
CH CS732964.
PT 080; 120; 070.
AV UMI.
NT Thematic Issue: Language Arts in Multicultural Education.
YR 86.
MJ Bilingual-Education. English-Second-Language. Language-Acquisition. Language-Arts. Learning-Processes. Second-Language-Learning.
MN Comprehension. Kindergarten-Children. Learning-Strategies. Multicultural-Education. Primary-Education. Reading-Instruction. Self-Expression. Writing-Processes.
AB Describes the progress of a kindergartern child acquiring English as her second language. (DF).

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AN EJ338408.
AU Kingma, Johannes.
TI The Range of Seriation Training Effects in Young Kindergarten Children.
SO Contemporary Educational Psychology; v11 n3 p276-89 Jul 1986. 86.
LG EN.
IS CIJOCT86.
CH TM511373.
PT 080; 143.
YR 86.
MJ Mathematics-Education. Training-Methods. Transfer-of-Training.
MN Kindergarten. Pretests-Posttests. Primary-Education.
ID IDENTIFIERS: Seriation.
AB The effects of Hooper's seriation training method were investigated using 36 kindergarten children as subjects. Training produced strong effects. Near-far transfer was observed. The effects of training were durable for at least four months after the training. However, two years later the trained and untrained children performed equivalently. (Author/LMO).

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AN EJ338342.
AU Richgels, Donald J.
TI An Investigation of Preschool and Kindergarten Children's Spelling and Reading Abilities.
SO Journal of Research and Development in Education; v19 n4 p41-47 Sum 1986. 86.
LG EN.
IS CIJOCT86.
CH SP515921.
PT 080; 143.
AV UMI.
YR 86.
MJ Kindergarten. Preschool-Children. Reading-Ability. Spelling.

MN Beginning-Reading. Early-Childhood-Education. Phoneme-Grapheme-Correspondence.
AB Eleven preschoolers and 19 kindergartners were tested for alphabet knowledge, metalinguistic awareness, ability to spell 10 words, and ability to read either their own or the conventional spellings of those 10 words. Findings are presented. (Author/MT).

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AN EJ338007.
AU Hendry, Joy.
TI Kindergartens and the Transition from Home to School Education.
SO Comparative Education; v22 n1 p53-58 1986. 86.
LG EN.
IS CIJOCT86.
CH RC506238.
PT 080; 141.
NT Special Number on "Education in Japan.".
YR 86.
MJ Child-Rearing. Classroom-Techniques. Educational-Principles. Kindergarten. Parent-Attitudes.
MN Comparative-Education. Cultural-Context. Early-Childhood-Education. Foreign-Countries. Group-Experience. Social-Values. Young-Children.
ID IDENTIFIERS: Group Cohesion. Japan. TARGET AUDIENCE: Researchers.
AB Describes availability and purpose of Japanese kindergartens and pre-school programs. Relates Japanese child rearing practices to expectations for the child in pre-school. Summarizes typical pre-school activities and their relation to nationally stated goals which focus on successful participation in group life, cooperation, self-reliance, and creative expression. (JHZ).

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AN EJ337961.
AU Ratner, Hilary Horn; And Others.
TI Development of Memory for Events.
SO Journal of Experimental Child Psychology; v41 n3 p411-28 Jun 1986. 86.
LG EN.
IS CIJOCT86.
CH PS514358.
PT 080; 143.
AV UMI.
YR 86.
MJ Age-Differences. Classification. Cognitive-Development. Memory. Recall-Psychology. Schemata-Cognition.
MN Adults. Concept-Formation. Kindergarten-Children. Prior-Learning.
ID IDENTIFIERS: Event Analysis. TARGET AUDIENCE: Researchers.
AB Examines development of event memory by determining how personally experienced events with two types of structure were reported by kindergartners and adults. Events in making and playing with clay were organized causally and temporally. Results show that adults and children used a goal-based hierarchical structure to remember events, although use of structure seemed more fragile for children than adults. (HOD).

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AN EJ337940.
AU Schwanenflugel, Paula J.; And Others.
TI A Developmental Trend in the Understanding of Concept Attribute Importance.
SO Child Development; v57 n2 p421-30 Apr 1986. 86.
LG EN.
IS CIJOCT86.
CH PS514281.
PT 080; 143.
AV UMI.
YR 86.
MJ Classification. Cognitive-Development. Cognitive-Processes. Concept-Formation.
MN Age-Differences. Grade-2. Kindergarten. Primary-Education.
ID IDENTIFIERS: Concept Identification. Semantic Features. TARGET AUDIENCE: Researchers.
AB Examines kindergartners' and second graders' knowledge of concept attribute importance and the children's use of this knowledge to categorize. (HOD).

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AN EJ337919.
AU Lazzaro, Peter; Cook, Harold.
TI Dimensional Salience and Speeded Sorting of Orientation by Kindergarten and Fourth-Grade Children.
SO Journal of Experimental Child Psychology; v41 n2 p300-16 Apr 1986. 86.
LG EN.
IS CIJOCT86.
CH PS514260.
PT 080; 143.
AV UMI.
YR 86.
MJ Cognitive-Development. Dimensional-Preference. Elementary-School-Students. Perceptual-Development. Spatial-Ability.
MN Elementary-Education. Grade-4. Kindergarten.
ID IDENTIFIERS: Perceptual Salience. TARGET AUDIENCE: Researchers.
AB Investigates effects of perceptual salience and specific orientation values on 16 kindergarten and fourth-grade children executing a speeded sorting task. Kindergarten results supported the cognitive processing prediction that orientation sorting times would vary as a function of condition, but no differences were obtained for the fourth-grade subjects. (Author/DR).

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AN EJ337916.
AU Yoshida, Hajime; Kuriyama, Kazuhiro.
TI The Numbers 1 to 5 in the Development of Children's Number Concepts.
SO Journal of Experimental Child Psychology; v41 n2 p251-66 Apr 1986. 86.
LG EN.
IS CIJOCT86.

CH PS514257.
PT 080; 143.
AV UMI.
YR 86.
MJ Computation. Kindergarten-Children. Number-Concepts.
MN Concept-Formation. Foreign-Countries. Primary-Education.
ID IDENTIFIERS: Japan. Mathematical Computations. TARGET AUDIENCE: Researchers.
AB Proposes the hypothesis that preschoolers have number concepts based on the numbers 1-5 rather than on the decimal structure. Results suggest that children understand numbers to 5 as a privileged anchor. Proposes a new model for a representational system of numbers. (Author/DR).

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AN EJ337673.
AU Bienvenue, Rita M.
TI French Immersion Programs: A Comparison of Immersion and Non-Immersion Parents.
SO Canadian Modern Language Review; v42 n4 p806-13 Mar 1986. 86.
LG EN.
IS CIJOCT86.
CH FL517155.
PT 080; 143.
AV UMI.
YR 86.
MJ French. Immersion-Programs. Neighborhood-Schools. Parent-Attitudes.
MN Elementary-Education. Foreign-Countries. Grade-1. Kindergarten. Political-Issues. Student-Transportation.
ID IDENTIFIERS: Manitoba (Winnipeg).
AB A survey of the parents of French immersion students and the parents of regular English-language program students, in four Winnipeg, Manitoba districts revealed that non-immersion parents generally question the viability of immersion programs, prefer to send their children to neighborhood schools, and have stronger feelings than immersion parents have about immersion politics. (MSE).

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AN EJ337618.
AU Monahan, Dana.
TI Remediation of Common Phonological Processes: Four Case Studies.
SO Language, Speech, and Hearing Services in the Schools; v17 n3 p199-206 Jul 1986. 86.
LG EN.
IS CIJOCT86.
CH EC190047.
PT 080; 143.
AV UMI.
YR 86.
MJ Articulation-Impairments. Speech-Handicaps. Speech-Improvement. Speech-Skills.
MN Case-Studies. Kindergarten. Primary-Education.
AB An approach incorporating conceptualization training, short sessions of "auditory bombardment," and a phonemic contrast method proved

effective in reducing the frequency of targeted speech problems in four kindergarteners with moderate/severe phonological disorders. Generalization was noted in untrained words. (CL).

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AN EJ337597.
AU Sainato, Diane M.; And Others.
TI The Effects of a Classroom Manager Role on the Social Interaction Patterns and Social Status of Withdrawn Kindergarten Students.
SO Journal of Applied Behavior Analysis; v19 n2 p187-95 Sum 1986. 86.
LG EN.
IS CIJOCT86.
CH EC190026.
PT 080; 143.
YR 86.
MJ Interaction. Peer-Relationship. Social-Status. Student-Role. Withdrawal-Psychology.
MN Kindergarten. Peer-Acceptance. Primary-Education.
AB When three socially withdrawn kindergarteners were placed in the classroom manager's role they substantially increased the frequency of positive social initiations during free-play, had more positive and fewer negative social bids from peers, were rated more favorably by classmates, and were selected more frequently as best friends by peers. (Author/CL).

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AN EJ336892.
AU Glutting, Joseph J.; Nester, Anne.
TI Koppitz Emotional Indicators as Predictors of Kindergarten Children's Learning-Related Behavior.
SO Contemporary Educational Psychology; v11 n2 p117-26 Apr 1986. 86.
LG EN.
IS CIJSEP86.
CH TM511273.
PT 080; 143.
YR 86.
MJ Cognitive-Style. Emotional-Development. Learning-Strategies. Personality-Measures. Predictive-Validity.
MN Cognitive-Tests. Elementary-Education. Kindergarten-Children. Maturity-Tests. Rating-Scales. Statistical-Analysis.
ID IDENTIFIERS: Goodman Lock Box. Guide to the Childs Learning Style. Human Figure Drawing. Koppitz Emotional Indicators.
AB Koppitz Emotional Indicators (EIs) were used to predict the learning-related behavior of kindergarten children on the Lock Box and Guide to the Child's Learning Style. Findings supported the use of EIs as general estimates of learning-related behavior, but diagnostic utility was marginal for children with pathological scores. (Author/LMO).

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AN EJ336507.
AU Ware, James G.; Litwiller, Bonnie H.
TI Impressions of Mathematics Education in the Soviet Union.
SO School Science and Mathematics; v86 n4 p292-305 Apr 1986. 86.

LG EN.
IS CIJSEP86.
CH SE539215.
PT 080; 055.
AV UMI.
YR 86.
MJ International-Educational-Exchange. Mathematics-Curriculum. Mathematics-Education. Problem-Solving. Teaching-Methods.
MN Elementary-Secondary-Education. Kindergarten. Mathematics-Instruction. Teacher-Education.
ID IDENTIFIERS: Soviet Union. TARGET AUDIENCE: Practitioners.
AB Some impressions derived through a two-week study visit to the Soviet Union are presented. Background information, kindergartens, curriculum, various types of schools, and mathematics teacher-training are each considered. Finally, mathematics problems from various grade levels are presented. (MNS).

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AN EJ336421.
AU Stallings, Jane; And Others.
TI Engaged Rates: Does Grade Level Make a Difference.
SO Journal of Research in Childhood Education; v1 n1 p20-26 Fab 1986. 86.
LG EN.
IS CIJSEP86.
CH PS514321.
PT 080; 143.
YR 86.
MJ Academic-Achievement. Attention-Span. Developmental-Stages. Elementary-School-Students. Kindergarten-Children. Time-on-Task.
MN Age-Differences. Comparative-Analysis. Educational-Research. Elementary-Education. Time-Factors-Learning.
ID TARGET AUDIENCE: Researchers.
AB Examines the engaged rates of children in kindergarten to fourth grade for differences and makes some assessment of attention span as it relates to engaged rate and achievement. (HOD).

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AN EJ336415.
AU Putman, Lynne.
TI Reading Program Decisions: The Connection between Philosophy and Practice.
SO Childhood Education; v62 n5 p330-36 May-Jun 1986. 86.
LG EN.
IS CIJSEP86.
CH PS514308.
PT 080; 120; 141; 143.
AV UMI.
YR 86.
MJ Conventional-Instruction. Elementary-School-Students. Elementary-School-Teachers. Nontraditional-Education. Reading-Programs. Theory-Practice-Relationship.
MN Elementary-Education. Grade-4. Kindergarten. Reading-Materials. Reading-Processes. Sequential-Approach.
ID IDENTIFIERS: Decisions. Interactive Reading.

AB Focuses on two philosophical views of reading, the traditional ("bottom-up") view and an alternative ("interactive") view, along with the implications they hold for shaping reading instructional programs. The differences these two views make in decisions that shape the reading program are illustrated in a kindergarten and fourth-grade program. (BB).

****

AN EJ336403.
AU Hammond, Carolyn Hall.
TI "Not Ready! Don't Rush Me! ".
SO Childhood Education; v62 n4 p276-80 Mar-Apr 1986. 86.
LG EN.
IS CIJSEP86.
CH PS514249.
PT 080; 120.
AV UMI.
YR 86.
MJ Age-Grade-Placement. Child-Development. Developmental-Stages. Emotional-Development. School-Readiness.
MN Behavior-Patterns. Comparative-Analysis. Kindergarten. Primary-Education. School-Entrance-Age. Screening-Tests.
AB Contrasts a child not ready for school with a child who is developmentally prepared to enter school and argues that if all school systems could administer and interpret the results of a developmental examination, the number of unhappy children, special needs children, and grade overplaced children would be greatly reduced. (HOD).

****

AN EJ336400.
AU Spillman, Carolyn V.; Lutz, Jay P.
TI A Writing To Read Philosophy.
SO Childhood Education; v62 n4 p265-68 Mar-Apr 1986. 86.
LG EN.
IS CIJSEP86.
CH PS514246.
PT 080; 141.
AV UMI.
YR 86.
MJ Computer-Assisted-Instruction. Courseware. Language-Acquisition. Reading-Processes. Reading-Writing-Relationship. Writing-Processes.
MN Educational-Philosophy. Grade-1. Kindergarten. Primary-Education. Program-Descriptions. Teacher-Attitudes.
ID IDENTIFIERS: Writing to Read Program.
AB Describes how three schools applied "Writing to Read," a computerized writing and reading program, in kindergarten and first grade. (HOD).

****

AN EJ336398.
AU Carver, Nancy K.
TI Reading Readiness: Apsects Often Overlooked in Structured Reading

Readiness Programs and Workbooks.
SO Childhood Education; v62 n4 p256-59 Mar-Apr 1986. 86.
LG EN.
IS CIJSEP86.
CH PS514244.
PT 080; 120.
AV UMI.
YR 86.
MJ Beginning-Reading. Early-Experience. Experiential-Learning. Reading-Programs. Reading-Readiness. Reading-Writing-Relationship.
MN Classroom-Environment. Cognitive-Development. Kindergarten. Literature-Appreciation. Oral-Language. Primary-Education. Reading-Processes.
AB Argues that structured reading programs, workbook pages, and drills do not alone provide an adequate basis for beginning reading instruction and suggests that experiences, knowledge, and other environmental factors ensure success in reading. (HOD).

****

AN EJ336351.
AU Cunningham, Joseph G.; Odom, Richard D.
TI Differential Salience of Facial Features in Children's Perception of Affective Expression.
SO Child Development; v57 n1 p136-42 Feb 1986. 86.
LG EN.
IS CIJSEP86.
CH PS514082.
PT 080; 143.
AV UMI.
YR 86.
MJ Age-Differences. Children. Facial-Expressions. Perceptual-Development.
MN Grade-5. Kindergarten-Children.
ID IDENTIFIERS: Emotions. Facial Features. TARGET AUDIENCE: Researchers.
AB In the first of two tasks, 5- and 11-year-olds recalled the array location of social photographs of an unfamiliar adult expressing anger, disgust, fear, joy, and shame. In the second task, subjects were tested for their incidental recall of those features which were not previously isolated. Results indicated a mouth-eyes-nose hierarchy for identity perception. (Author/RH).

****

AN EJ336306.
AU Degelman, Douglas; And Others.
TI Concept Learning in Preschool Children: Effects of a Short-Term LOGO Experience.
SO Journal of Educational Computing Research; v2 n2 p199-205 1986. 86.
LG EN.
IS CIJSEP86.
CH IR515454.
PT 080; 143.
YR 86.
MJ Concept-Teaching. Preschool-Children. Problem-Solving.
MN Kindergarten-Children. Literature-Reviews. Primary-Education.

Psychological-Studies. Research-Methodology.
ID IDENTIFIERS: LOGO Programing Language. Rule Learning. TARGET AUDIENCE: Researchers.
AB This study compared the ability of kindergarten children to solve rule-learning problems following five weeks of single-keystroke LOGO experience with that of children not exposed to LOGO. Children receiving LOGO instruction had a significantly higher proportion of correct responses on two problem-solving tasks than children in the control group. (MBR).

****

AN EJ335927.
AU Beitchman, Joseph H.; And Others.
TI Prevalence of Speech and Language Disorders in 5-Year-Old Kindergarten Children in the Ottawa-Carleton Region.
SO Journal of Speech and Hearing Disorders; v51 n2 p98-110 May 1986. 86.
LG EN.
IS CIJSEP86.
CH EC182663.
PT 080; 143.
AV UMI.
YR 86.
MJ Communication-Disorders. Incidence. Kindergarten-Children.
MN Language-Handicaps. Sex-Differences. Speech-Handicaps.
AB Of 1655 kindergarteners assessed for speech and/or language disorders, 180 were identified with speech or language impairment. It is estimated that within the total reference population, between 16.2 percent and 21.8 percent would show some impairment: for the boys, 15.5-20.7 percent and for the girls, 19.1-25.1 percent. (Author/CL).

****

AN EJ335915.
AU Aylward, Elizabeth H.; Schmidt, Steven.
TI An Examination of Three Tests of Visual-Motor Integration.
SO Journal of Learning Disabilities; v19 n6 p328-30 Jun-Jul 1986. 86.
LG EN.
IS CIJSEP86.
CH EC182651.
PT 080; 143.
YR 86.
MJ Learning-Disabilities. Screening-Tests.
MN Kindergarten. Perceptual-Motor-Learning. Scoring. Sex-Differences. Test-Reliability. Test-Validity.
ID IDENTIFIERS: Beery Developmental Test Visual Motor Integration. Bender Gestalt Test. Wechsler Preschool Primary Scale of Intelligence.
AB Kindergarten children (N=103) were administered three tests of visual-motor integration: Bender Gestalt Test, Beery Developmental Test of Visual Motor Integration and Geometric Design subtest of the Wechsler Preschool and Primary Scale of Intelligence. Issues discussed include interscorer reliabilities, correlations among scores, correlations between visual-motor integration scores and IQ, and sex differences. (Author/CL).

****

AN EJ335684.
AU Moss, R. Kay.
TI Transactions Among Teachers and Children: Teachers' Instruction and the Writing Process of Kindergarten Children.
SO English Quarterly; v19 n1 p22-38 Spr 1986. 86.
LG EN.
IS CIJSEP86.
CH CS732873.
PT 080; 052; 143.
YR 86.
MJ Child-Language. Kindergarten-Children. Language-Processing. Teacher-Role. Teacher-Student-Relationship. Writing-Processes.
MN Language-Arts. Primary-Education. Teaching-Methods. Writing-Instruction. Writing-Readiness. Writing-Research.
AB Analyzes the written language learning of kindergarten children as a transaction among writers, teachers, and the writing process and concludes that children, when given the opportunity to take risks with written language, create with semantic intent. (DF).

****

AN EJ335310.
AU Hanson, Ralph A.
TI Program Evaluation and Improvement Based on Cost-Effectiveness Analyses.
SO Studies in Educational Evaluation; v12 n1 p89-108 1986. 86.
LG EN.
IS CIJAUG86.
CH TM511242.
PT 080; 143.
YR 86.
MJ Cost-Effectiveness. Evaluation-Methods. Models. Program-Evaluation. Program-Improvement.
MN Basic-Skills. Behavioral-Objectives. Correlation. Kindergarten. Primary-Education. Reading-Readiness. Time-Management.
ID IDENTIFIERS: Kindergarten Reading Readiness Study.
AB This paper presents one perspective on a new methodology of program evaluation which defines four phases corresponding to the operational life of a school program. Examples and results are discussed in terms of relevance to basic skills improvement efforts and cost-effects. (LMO).

****

AN EJ335297.
AU Smith, Mary Lee.
TI The Whole is Greater: Combining Qualitative and Quantitative Approaches in Evaluation Studies.
SO New Directions for Program Evaluation; n30 p37-54 Jun 1986. 86.
LG EN.
IS CIJAUG86.
CH TM511229.
PT 080; 141.
AV UMI.
NT Theme issue with title "Naturalistic Evaluation.".

YR 86.
MJ Educational-Assessment. Evaluation-Methods. Models. Multitrait-Multimethod-Techniques. Program-Evaluation.
MN Case-Studies. Elementary-Secondary-Education. Kindergarten. Learning-Disabilities. School-Holding-Power.
ID IDENTIFIERS: Naturalistic Evaluation. Qualitative Evaluation. Quantitative Evalustion.
AB In evaluation, the whole is greater than the sum of the parts when quantitative and qualitative approaches and methods are combined. Some circumstances in which both approaches can be effectively combined are considered, and case studies of two evaluations using multiple methods are presented. (LMO).

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AN EJ334885.
TI Literacy Development and Pre-First Grade.
SO Young Children; v41 n4 p10-13 May 1986. 86.
LG EN..
IS CIJAUG86.
CH PS514212.
PT 080; 120.
AV UMI.
YR 86.
MJ Beginning-Reading. Literacy. Prereading-Experience. Reading-Readiness. Teaching-Methods.
MN Guidelines. Kindergarten. Preschool-Education.
ID TARGET AUDIENCE: Practitioners.
AB Expresses a joint statement of concerns about present practices in pre-first grade reading instruction and makes recommendations for improvement. Guidelines and recommendations are the result of a collaboration among six national organizations. (KS).

****

AN EJ334817.
AU Goldston, David B.; Richman, Charles L.
TI Imagery, Encoding Specificity, and Prose Recall in 6-Year-Old Children.
SO Journal of Experimental Child Psychology; v40 n3 p395-405 Dec 1985. 85.
LG EN..
IS CIJAUG86.
CH PS513926.
PT 080; 143.
AV UMI.
YR 85.
MJ Grade-1. Imagery. Kindergarten-Children. Pictorial-Stimuli. Reading-Readiness. Recall-Psychology.
MN Context-Clues. Memory. Primary-Education. Reading-Research. Retention-Psychology. Training.
ID IDENTIFIERS: Prose Learning. TARGET AUDIENCE: Researchers.
AB Examines whether partial pictorial cues facilitate imagery in 6-year-old children and whether the facilitation of recall is due to simple repetition of contextual information or to encoding specificity. Concludes children do benefit from partial pictures. (HOD).

****

AN EJ334355.
AU Fowler, Susan A.
TI Peer-Monitoring and Self-Monitoring: Alternatives to Traditional Teacher Management.
SO Exceptional Children; v52 n6 p573-81 Apr 1986. 86.
LG EN..
IS CIJAUG86.
CH EC182446.
PT 080; 143.
AV UMI.
NT Special Issue: In Search of Excellence: Instruction that Works in Special Education Classrooms.
YR 86.
MJ Behavior-Problems. Disabilities. Peer-Relationship. Self-Evaluation-Individuals.
MN Classroom-Techniques. Kindergarten. Learning-Disabilities. Transitional-Programs.
AB Peer-monitoring and self-monitoring procedures were developed to decrease disruption and nonparticipation during transition activities of a kindergarten class with 10 children with behavior and/or learning problems. Results suggested that classroom management can be achieved through carefully developed routines with clear instructions paired with peer-managed or self-managed points for compliance. (Author/CL).

****

AN EJ333424.
AU Jalongo, Mary Renck.
TI What Is Happening to Kindergarten.
SO Childhood Education; v62 n3 p154-60 Jan-Feb 1986. 86.
LG EN..
IS CIJJUL86.
CH PS514108.
PT 080; 120.
AV UMI.
YR 86.
MJ Educational-Change. Educational-Quality. Kindergarten-Children.
MN Early-Childhood-Education. Program-Improvement. Research-Problems.
ID IDENTIFIERS: Alternate Day Programs. Full Day Programs. Half Day Programs.
AB Discusses the issues surrounding changes in the quantity and quality of kindergarten programing. The problems of conducting research comparing the over-all effectiveness of three types of kindergarten schedules are described. The controversial aspects of each are illustrated. Such kindergarten programs are improved by quality planning, curriculum development, and evaluation. (BB).

****

AN EJ332902.
AU Feitelson, Dina; Goldstein, Zahava.
TI Patterns of Book Ownership and Reading to Young Children in Israeli School-Oriented and Nonschool-Oriented Families.
SO Reading Teacher; v39 n9 p924-30 May 1986. 86.
LG EN..
IS CIJJUL86.

CH CS732653.
PT 080; 143.
AV UMI.
YR 86.
MJ Books. Family-Influence. Family-Role. Reading-Aloud-to-Others. Reading-Instruction. Reading-Research.
MN Academic-Achievement. Comparative-Analysis. Foreign-Countries. Kindergarten. Kindergarten-Children. Recreational-Reading.
ID IDENTIFIERS: Israel.
AB Finds that kindergarteners in schools where children tend to succeed owned far more books and were read to at home far more often than were children in less successful schools. (FL).

****

AN EJ332889.
AU Taylor, Nancy E.; And Others.
TI The Development of Written Language Awareness: Environmental Aspects and Program Characteristics.
SO Reading Research Quarterly; v21 n2 p132-49 Spr 1986. 86.
LG EN.
IS CIJJUL86.
CH CS732640.
PT 080; 143.
AV UMI.
YR 86.
MJ Classroom-Environment. Inservice-Teacher-Education. Language-Enrichment. Program-Implementation. Reading-Programs. Reading-Research.
MN Classroom-Research. Comparative-Analysis. Intervention. Kindergarten. Literacy. Primary-Education. Reading-Achievement.
AB Describes a project that (1) developed a teacher training curriculum intervention program to create classroom environments conducive to children's literacy development, (2) ascertained the degree to which teachers were able to implement such a program, (3) discerned the observable factors which characterized implementing classrooms, and (4) determined the effects of implementation on the reading-related achievement of kindergarten children. (HOD).

****

AN EJ332483.
AU Brainerd, C. J.; Kingma, J.
TI On the Independence of Short-Term Memory and Working Memory in Cognitive Development.
SO Cognitive Psychology; v17 n2 p210-47 Apr 1985. 85.
LG EN.
IS CIJJUN86.
CH TM511149.
PT 080; 143.
YR 85.
MJ Cognitive-Development. Cognitive-Processes. Short-Term-Memory.
MN Analysis-of-Variance. Elementary-Education. Grade-2. Hypothesis-Testing. Kindergarten.
AB Nine experiments were conducted to test the hypothesis that short-term memory and information processing share a common pool of scarce resources. (LMO).

****

AN EJ331942.
AU Fisk, William R.
TI Responses to "Neutral" Pronoun Presentations and the Development of Sex-Biased Responding.
SO Developmental Psychology; v21 n3 p481-85 May 1985. 85.
LG EN.
IS CIJJUN86.
CH PS514002.
PT 080; 143.
AV UMI.
YR 85.
MJ Kindergarten-Children. Language-Patterns. Pronouns. Sex-Bias. Sex-Role. Young-Children.
MN Age-Differences. Elementary-Education. Grade-1. Language-Research. Sex-Differences.
AB Examined whether kindergarten and first-grade children give sex-biased responses if reinforced and/or triggered by language, specifically pronouns, that they hear. Results supported the pronomial dominance theory of pronoun functioning for young children. Results also suggest that boys but not girls use a self-imaging response to neutral presentations. (Author/DST).

****

AN EJ331438.
AU Illerbrun, David; And Others.
TI Intervention Effects with Language-Delayed Kindergarten Children: The Battlefords Language Identification and Intervention Project--Stage II.
SO Canadian Journal for Exceptional Children; v2 n2 p39-42 Win 1985. 85.

LG EN.
IS CIJJUN86.
CH EC181855.
PT 080; 143.
YR 85.
MJ Expressive-Language. Intervention. Language-Handicaps. Receptive-Language.
MN Kindergarten. Language-Acquisition. Primary-Education.
AB Eighteen language disabled kindergarteners participated in a five-month intervention program emphasizing the development of expressive grammar. Ss made significant gains in expressive syntax, receptive morphology, expressive language, and one aspect of receptive language. Control Ss only made significant gains in one aspect of receptive language. (CL).

****

AN EJ331431.
AU Ballard, Keith D.; Crooks, Terence J.
TI Individual Preference for Peer Interaction: Some Data on a Self-Report Measure for Preschool Children.
SO Exceptional Child; v32 n2 p81-86 Jul 1985. 85.
LG EN.
IS CIJJUN86.
CH EC181848.
PT 080; 143.

YR 85.
MJ Intervention. Peer-Relationship. Withdrawal-Psychology.
MN Kindergarten. Play.
AB Seven kindergarten children with low levels of social involvement with peers were compared with 24 children randomly selected from within the same kindergarten settings using a self-report measure of preference for peer interaction. Following intervention designed to increase peer involvement, target children were not significantly different from the comparison group on the self-report measures. (Author/CL).

****

AN EJ331045.
AU Powers, Stephen; And Others.
TI Reliability of the Boehm Test of Basic Concepts for Hispanic and Nonhispanic Kindergarten Pupils.
SO Psychology in the Schools; v23 n1 p34-36 1986. 86.
LG EN.
IS CIJJUN86.
CH CG529829.
PT 080; 143.
AV UMI.
YR 86.
MJ Hispanic-Americans. Kindergarten-Children. Test-Reliability.
MN Early-Childhood-Education.
ID IDENTIFIERS: Boehm Test of Basic Concepts.
AB The internal consistency reliability of the Boehm Test of Basic Concepts (BTBC) was examined for 40 Hispanic and 40 non-Hispanic kindergarten pupils in the Southwest. Subscale and total scale reliabilities appeared to be comparable. This evidence support the reliability of the BTBC for Hispanic and non-Hispanic kindergarten pupils. (Author).

****

AN EJ330712.
AU Cruikshank, Susan B.
TI All-day Kindergarten: What Every Parent Should Know.
SO PTA Today; v11 n4 p12-13 Feb 1986. 86.
LG EN.
IS CIJMAY86.
CH SP515581.
PT 080; 141.
YR 86.
MJ Kindergarten. Program-Length.
MN Extended-School-Day. Primary-Education. Scheduling.
ID TARGET AUDIENCE: Parents.
AB Throughout the nation, public school kindergartens are moving from half-day to extended or full-day sessions. Reasons for the transition are given. Parental involvement in planning is discussed. (MT).

****

AN EJ330562.
AU Palmer, Mary.

TI Saturday Morning Music: A Preservice Elementary Workshop.
SO Music Educators Journal; v72 n5 p34-36 Jan 1986. 86.
LG EN.
IS CIJMAY86.
CH SO514709.
PT 080; 141.
AV UMI.
YR 86.
MJ Music-Education. Preservice-Teacher-Education.
MN Course-Descriptions. Kindergarten. Listening-Skills. Movement-Education. Musical-Instruments. Primary-Education. Program-Descriptions. Singing.
AB An exploratory music program, scheduled for a month of Saturday mornings for children in kindergarten, is described. The program is intended to provide preservice teaching experiences for college music education students. Classes are action-oriented and include varied experiences in singing, playing instruments, moving to music, listening, and reading music. (RM).

****

AN EJ330314.
AU Evans, Mary Ann.
TI Self-Initiated Speech Repairs: A Reflection of Communicative Monitoring in Young Children.
SO Developmental Psychology; v21 n2 p365-71 Mar 1985. 85.
LG EN.
IS CIJMAY86.
CH PS513457.
PT 080; 143.
AV UMI.
YR 85.
MJ Early-Childhood-Education. Error-Analysis-Language. Grade-2. Kindergarten-Children. Language-Patterns. Young-Children.
MN Communication-Research. Speech-Acts. Speech-Communication.
ID IDENTIFIERS: Show and Tell.
AB Demonstrates frequent occurrence of self-initiated repairs in speech of kindergarten and second grade children. Speech during "Show and Tell" sessions was scored for spontaneous occurrence of repetitions; corrections of word choice reference and syntax; postponements; and abandonments. Findings indicate most frequent communicative monitoring in second graders. (Author/DST).

****

AN EJ330200.
AU Naymark, J.; Plaisant, C.
TI The Computer and the Pre-School Child; The Written Language and Play.
SO Computers and Education; v10 n1 p167-74 1986. 86.
LG EN.
IS CIJMAY86.
CH IR514980.
PT 080; 143; 150.
AV UMI.
YR 86.
MJ Computer-Assisted-Instruction. Kindergarten-Children.

Language-Acquisition. Play. Written-Language.
MN Computer-Software. Foreign-Countries. Formative-Evaluation. Research-Projects.
ID IDENTIFIERS: France. Software Design. Software Evaluation. TARGET AUDIENCE: Researchers.
AB Describes a Centre Mondial Informatique et Resources Humaines (CIMRH) investigation of kindergarten children's written language learning and links between play and learning. Computer software was used by students for language learning, and observations centered on student computer use, learning of written language and play, and computer integration into the curriculum. (MBR).

****

AN EJ329238.
AU Zung, Burton J.
TI Left-Right Comparison and Children's Performance on Sensorimotor Tests.
SO Journal of Clinical Psychology; v41 n6 p788-95 Nov 1985. 85.
LG EN.
IS CIJMAY86.
CH CG529622.
PT 080; 143.
AV UMI.
YR 85.
MJ Kindergarten-Children. Lateral-Dominance. Perceptual-Motor-Learning. Psychomotor-Skills.
MN Early-Childhood-Education.
ID IDENTIFIERS: Lateral Deviation.
AB Compared overall performance level for both hands combined (OPL) with several lateral deviation measures calculated from scores on a composite finger localization task (FLT) and a speeded pegboard task (SPT) administered to 92 kindergarten entrants. Results support the view that OPL and lateral deviation are not mutually confounded and, in large degree, comprise relatively independent sources of information. (Author/BL).

****

AN EJ328585.
AU Tephly, Joan.
TI Young Children's Recall in Every-Day and Alternate-Day School Schedules.
SO Child Study Journal; v15 n4 p283-92 1985. 85.
LG EN.
IS CIJAPR86.
CH PS513953.
PT 080; 143.
AV UMI.
YR 85.
MJ Kindergarten-Children. Preschool-Children. Recall-Psychology. School-Schedules. Time-Factors-Learning.
MN Early-Childhood-Education. Program-Length. Retention-Psychology.
ID IDENTIFIERS: Alternate Day Programs. Full Day Programs. Half Day Programs.
AB Prekindergarten and kindergarten children attending either a daily or an alternate day program were presented a lesson and tested one, two,

or five days later for recall of lesson components. Discusses appropriateness of alternate day programs for all children and need for teachers to be cognizant of effective curriculum content and teaching methods. (Author/DST).

****

AN EJ328580.
AU Klein, Amelia J.
TI Humor Comprehension and Humor Appreciation of Cognitively Oriented Humor: A Study of Kindergarten Children.
SO Child Study Journal; v15 n4 p223-35 1985. 85.
LG EN.
IS CIJAPR86.
CH PS513948.
PT 080; 143.
AV UMI.
YR 85.
MJ Comprehension. Concept-Formation. Humor. Kindergarten-Children. Perceptual-Development.
MN Affective-Behavior. Early-Childhood-Education. Story-Reading. Student-Reaction.
ID IDENTIFIERS: Liquid Conservation. Piagetian Tests.
AB Investigates kindergarten children's ability to comprehend and appreciate cognitively-oriented humor. Conceptual development was measured by assessing children's responses to a liquid conservation task modeled after Piaget. Results fail to support previous theories and indicate that a majority of the children fully comprehended and were able to resolve the comic incongruity. (Author/DST).

****

AN EJ328568.
AU Wortham, Sue C.
TI Frontiers of Challenge: Association for Childhood Education International 1985.
SO Childhood Education; v62 n2 p74-79 Nov-Dec 1985. 85.
LG EN.
IS CIJAPR86.
CH PS513936.
PT 080; 060; 120.
AV UMI.
YR 85.
MJ Early-Childhood-Education. Educational-History. International-Organizations. Kindergarten. Social-Influences.
MN Educational-Change. Educational-Philosophy. Social-History. Social-Problems. Sociocultural-Patterns.
ID IDENTIFIERS: Association for Childhood Education International. Organizational History.
AB Traces development of the Association for Childhood Education International from its founding in 1892 to the present, emphasizing historical events, social trends, and educational philosophies which have influenced its organizational endeavors. Examines current social problems and their influences on the educational and administrative direction of ACEI, as well as its future challenges. (DST).

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